DOCUMENT RESUME

ED 122 016 CE 006 858

TITLE Traffic Safety Education for Oregon Schools, 4-6.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE [75]
NOTE 173p.; For grades K-3, see CE 006 857
AVAILABLE FROM Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310 ($4.00)

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage
DESCRIPTORS Curriculum Guides; Educational Objectives; Elementary Education; *Instructional Materials; *Intermediate Grades; *Learning Activities; Lesson Plans; *Safety Education; *Traffic Safety

ABSTRACT

Instructional materials for teaching traffic safety education to Grades 4-6 students are presented in the document. The learning activities, which are presented separately for each level, focus on the goals of functioning as responsible citizens as pedestrians, bicyclists, car passengers, and school bus passengers. A series of 15 lessons are provided for the Grade 4 level based on three goals and 9 competencies in traffic survival skills. At the Grade 5 level, 15 lessons are provided based on three goals and 11 competencies while the Grade 6 level contains 9 lessons based on three goals and seven competencies. Each lesson includes the following: general area, sub-area, program goal, competency, performance indicator, content, suggested application to other curriculum areas, materials, and detailed learning activities and related activities which form the major part of the lesson. A 102-page appendix contains learning materials referred to in the lessons. Lists of other recommended resources are included for each grade level. (EC)

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TRAFFIC SAFETY EDUCATION FOR OREGON SCHOOLS ,4-6

Adapted with Permission of the Illinois
Highway Safety Program

1859

Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

Verne A. Duncan
Superintendent of Public Instruction

CE006858

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

In spite of efforts to cut back on motor vehicle use and reduce speed limits, Oregon's accident statistics are distressing. In 1974, 667 people died on the state's highways and many more were injured. More than 80 of the fatalities were pedestrians and 15 were bicyclists. Because our traffic environment is complex and demanding, the need for appropriate safety education is crucial.

To help classroom teachers implement an effective traffic safety education program, the Oregon Department of Education is publishing a series of instructional handbooks. This handbook for grades four through six, includes activities on pedestrian, bicycle, car passenger and school bus passenger safety. It carries on the instructional program begun with the primary level handbook published earlier.

You can help the Department improve the traffic safety series by returning the evaluation form which follows the Introduction. We want to make this a valuable resource in helping Oregon's students acquire needed traffic survival skills.

Verne A. Duncan
Superintendent of
Public Instruction

INTRODUCTION

This instructional handbook is the second in the Oregon series on traffic safety education. It outlines classroom activities for students to learn the minimum competencies that are necessary for survival in our complex and hazardous traffic environment.

The importance of having every student acquire traffic survival skills is recognized in the section, "Citizenship on the Streets and Highways", of the Oregon graduation requirements (see *Oregon Graduation Requirements*, Section III, Part 3.0*). That section reviews the goals and competencies which should be mastered to acquire traffic survival skills. To aid the teaching of these skills, the units in each level of this handbook are organized by program goal and competency; the table of contents for each level lists the corresponding goals, competencies, lessons and page numbers.

Teachers at all levels should also refer to the explanation and examples of performance indicators in the "Introduction" to *Oregon Graduation Requirements.** Among several helpful suggestions is a procedure for evaluation manual skills when they are central to a skill (e.g., demonstration of ability to drive a bicycle). In such cases, the student should be evaluated on the basis of actual performance of the skill rather than by a written test or oral description.

It is anticipated that educators throughout the state will develop additional performance indicators to use with this handbook and which are appropriate to their locale and their students.

To assist teachers in lesson planning, instructional materials which are not attached to this handbook are identified at the beginning of each level; ordering information is also given.

Many of the units on bicycle safety refer to *Oregon Bicycle Rules of the Road*. A copy of the booklet is inserted inside the front cover; separate copies are being distributed to students in grades 4-6.

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*Copies of *Oregon Graduation Requirements*, Sections I-IV, may be obtained by writing to Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310

Traffic Safety Education for Oregon Schools, 4-6

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TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS ,4-6
LEVEL IV

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TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Films and Source	Books and Source	Other Materials
4			Maps of Oregon.
5			Transparency map of school area showing streets. Dittos of the map of the school area. Teacher must make transparency and dittos.
11			Pictures showing various bicycling activities, depicting good and poor riding practices. Collected by students or teacher.
12			Pictures of streets and roads, showing typical traffic situations. Collected by students or teacher.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given rules for pedestrians, the student will interpret their meanings and the consequences if the rules are disobeyed.

CONTENT:
Pedestrian Safety — Regulators

SUGGESTED APPLICATION:
Art, language arts

MATERIALS:
Story, "John's Safety Trip." (Appendix, page 34)

"Rules for Pedestrians." (Appendix, page 1)

Pencil or crayons.

Writing or drawing paper.

LEARNING ACTIVITIES:

1. Read the story about John and his interesting walk to school, or pass out copies to the students and let them read the story themselves.
2. Before discussing John's safety violations, have the children make a list of the safety violations they noticed in the story. When they have finished, ask them for some of the safety rules John violated. For instance:
    a. He didn't allow enough time to get to school so he had to hurry.
    b. He didn't check the weather conditions and dress appropriately.
    c. He left the house hungry.
    d. He didn't use the sidewalks or safety patrols.
    e. He walked across another person's property.
    f. He wasn't alert.
    g. He jaywalked.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
From the actions of a character in the story "The Mystery of the Kissed Schnauzer," the student will identify and list the following violations of pedestrian safety:

1. Jaywalking.
2. Walking on the wrong side of a road without sidewalks.
3. Crossing against the lights at an intersection.
4. Standing in the gutter rather than on the curb while waiting for traffic to pass.
5. Riding two on a bicycle.

CONTENT:
Pedestrian Safety — Regulators, Problem-Solving

SUGGESTED APPLICATION:
Language arts, listening skills

MATERIALS:
Story, "The Mystery of the Kissed Schnauzer." (Appendix, page 2)

LEARNING ACTIVITIES:
In introducing the story to the class, emphasize that there is a mystery involved and that the children should try to recognize the clues to solve it. The story may be read independently, or it could be presented orally by the teacher or by selected readers from the class. At the conclusion of the reading, the children should be given time to look back through the story, find the clues and list them on paper. To add interest, divide the class into groups of four to six and see which group can solve the mystery first. A discussion period should follow the solution.

RELATED ACTIVITY:

Clues in
"The Mystery of the Kissed Schnauzer"

The boy who found Packy committed five safety violations in getting him to the D-X station. That meant that the boy had to be from Lincoln School where safety was not taught in the fourth grade. Fourth graders from Mark Twain had studied safety and would have avoided these foolish mistakes. The safety violations made by the boy were:

1. Crossing in the middle of the block (jaywalking).
2. Walking on the right side of a road without sidewalks instead of walking on the left.
3. Crossing an intersection when the light said "Don't Walk."
4. Standing in the gutter (instead of on the sidewalk) to wait for cars to pass.
5. Riding as a passenger on the handlebars of a bicycle.

A MOCK TELEVISION NEWSCAST

A television reporter interviews characters from the story. Answers given by those interviewed to the questions suggested here will give an excellent review to the points made in the story and will emphasize the rules of safety. Additional questions should occur to Reporter No. 2 as the interviews proceed. Other characters in the story might be interviewed also. The following sequence of interviews and questions is suggested:

1. Reporter No. 1 gives a brief account directly to the TV viewers:

   "As was reported on this program a few evenings ago, little Kathy McDonald, four years old, was bitten by a stray dog on the sidewalk in front of her home at 2874 West LaVista Avenue. Police have been unable to locate the dog, and so Kathy has started on a series of painful anti-rabies shots. To prevent a recurrence of this situation, Scoutmaster Leon J. Kelly of 4183 Wentworth Avenue, has had the Spotted Turtle Cub Scout Pack hunting down stray dogs and bringing them into the city dog pound. The Spotted Turtle Pack is made up of fourth grade boys from the Mark Twain and Lincoln Schools of this city. A human interest story has come out of this search for stray dogs and for that story, we take you now to the home of Scoutmaster Leon Kelly."

2. Reporter No. 2 takes up the narration:

   "Here we are at the home of Leon Kelly, Scoutmaster of Boy Scout Troop 97 and Den

Father for the Spotted Turtle Cub Pack. Mr. Kelly, how long have you been in scout work?"

This begins the interview. Reporter No. 2 asks further questions that will bring out the background facts given in "The Mystery of the Kissed Schnauzer." Questions might be:

a. Why did you choose the Spotted Turtle Cub Pack for this stray dog hunt rather than your older Boy Scout troop?

b. Why was the hunt for stray dogs important?

c. How were the boys who found stray dogs supposed to get them to the pound? (The answer here, of course, is that the boys were to bring the dogs to a truck that would be waiting at the D-X station on the corner of Lee Street and Higgins Road. The truck would take the dogs to the pound.)

d. And is it true, Mr. Kelly, that one of the boys on your dog hunt almost had his own dog impounded by mistake?

e. Will you tell us how that happened, Mr. Kelly?

(Mr. Kelly's account will indicate that it was due to safety violations made by the boy who brought Packy in that Tony was able to identify the boy as being a pupil at Lincoln School. Mr. Kelly should mention the safety violations made, but not explain them.)

3. At the conclusion of Mr. Kelly's account, Reporter No. 2 says:

"Thank you, Mr. Kelly. And now we have with us the Cub Scout who brought Packy to the D-X station. What is your name, young man?"

The boy playing this part gives his name. Further questions follow:

a. Where did you find Packy?

b. Why did you cross the street in the middle of a block?

c. Didn't you know that was a safety violation?

d. Why is it dangerous to cross a street in the middle of a block instead of at a corner or marked crosswalk?

e. In walking along Potter Road, didn't you realize it was a safety hazard to walk on the *right* side of the road with the traffic at your back?

f. Why should you walk on the *left* side of a road when there are no sidewalks?

g. At the shopping center, why did you cross when the light said "Don't Walk"?

h. Why did you stand in the gutter to wait for cars to go past instead of standing on the sidwalk?

i. And is it true that you rode on the handlebars of a friend's bicycle and held Packy in your arms?

j. Wasn't it hard for your friend to see where he was going?

k. Didn't Packy squirm around and try to get away?

l. Don't you think that's a dangerous way to ride a bicycle?

m. Looking back on the whole situation, what advice would you have regarding pedestrian safety for other boys and girls who might be watching this newscast?

(Those answering questions in the interviews should attempt to avoid yes and no answers, of course. They should explain their answers enough to give the interview a flowing conversational quality.)

4. After this boy has given his advice, the reporter says:

"This interview has come to you from the residence of Mr. Leon J. Kelly. Your reporter has been (give the name of some prominent newscaster). We return you now to (give the name of some other prominent newscaster)."

5. Reporter No. 1 takes over. He says:

"Thank you ______________. And that concludes 'The Mystery of the Kissed Schnauzer.'"

(Reporter No. 1 gives an opening line or two of a current news story as if continuing the news — or closes out the program by saying goodnight to the audience.)

THE END

Level IV
LESSON 3

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Looking at given sketches, the student will orally name the following traffic dangers involved:

1. Walking on a road without sidewalks.
2. Walking near congested factory areas.
3. Playing in vacant lots near congested traffic areas and supermarket parking lots.
4. Playing in the street.

CONTENT:
Pedestrian Safety — Regulatory and Environmental Setting

SUGGESTED APPLICATION:
Art, social studies, language arts

MATERIALS:
Set of cards bearing sketch of pedestrian and traffic situation plus a brief description of the situation (four cards included).

Overhead transparencies or slides similar to cards. (Appendix, pages 5-8)

LEARNING ACTIVITIES:

1. Divide the class into groups. Give each group a card illustrating a car-pedestrian or car-bicyclist situation and a brief description of the situation.

   Each group should meet and discuss:

   a. Are there any dangers present?
   b. Why safety rules are being broken?
   c. What corrections can be made?

2. Each group elects a speaker or a panel to discuss its problem situation. The discussion leader projects the sketch on overhead projector while reporting the findings of the group. At the close of the presentation, the class offers additional suggestions to help correct the situations. A set of basic safety rules will have evolved and should be recorded by the group.

RELATED ACTIVITY:
Have the children think of other safety situations which present danger, draw the sketches, and exchange cards with each other. Or, construct three-dimensional displays using toy cars and buildings.

Level IV
LESSON 4

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidwalks and roadways.

PERFORMANCE INDICATOR:
Upon observing blank traffic signs, the student will identify in writing the type of sign by its shape and what action pedestrians should take when encountering it.

CONTENT:
Pedestrian Safety — Regulators and Procedures

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Sturdy cardboard cut in the shapes of road signs, with messages printed on one side of each. (Appendix, pages 9-12)

Maps of Oregon.

LEARNING ACTIVITIES:
Automobile operators are required by law to be able to recognize many kinds of road signs. Pedestrians, too, should be familiar with road signs so they will know what is expected of drivers and walkers.

1. Discuss: Who must obey signs? Who is responsible for locations of signs? What can be done if citizens think there should be more signs in the community? Can you report on personal observations regarding failures to observe signs?

2. Let small groups of children plan a trip, pretending they are navigating for someone else who drives. Use state maps. One student can narrate the short trip while another draws the outlines of the predetermined signs on the board. The remaining students decide what the sign should say.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given a dittoed map of the neighborhood, the student will draw the safest route to school.

CONTENT:
Pedestrian Safety — Environmental Setting

SUGGESTED APPLICATION:
Social studies, maps

MATERIALS:
Overhead projector.

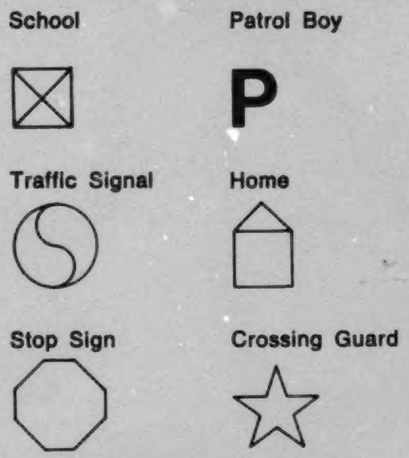
Transparency map of school area showing streets, but not including street names, stop signs, safety patrols, or other things which will later be added (teacher must make transparency).

Dittos of the map of the school area.

LEARNING ACTIVITIES:

1. Put a transparency of the school area on the overhead projector. Ask the children if they recognize what it is. If they can't guess, tell them that it is an incomplete map of the school area and that you want their help to fill in the missing information.

   Mention that whenever a map is designed, a "key" or "legend" must be developed. Ask the children if they know what a map key is. Take suggestions and discuss what things the children feel should be filled in on their blank map and what symbols should represent these things. (The following symbols are examples.)



   Have the class fill in all the missing information. This will show how aware the children are of directions and the area in which they live.

2. Next pass out dittoed copies of the transparency. Ask the children to fill in the information which pertains to their route to and from school (e.g., street names, their house, stop signs). Tell them they can use the key which was developed in class or they can develop their own. They must include a key on their map and trace their route using dotted lines.

   Before letting the children work on their maps, discuss some of the factors which make a route safe (e.g., the most sidewalks, most crossing guards, most policemen, traffic lights, patrol members, and the least volume of traffic).

RELATIVE ACTIVITY:
Plan the safest "Trick or Treat" route.

Level IV
LESSON 6

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the role of visual perception in pedestrian safety.

PERFORMANCE INDICATOR:
The student will identify the inner and outer parts of the human eye, and the function of each part.

CONTENT:
Pedestrian Safety — Human Capabilities

SUGGESTED APPLICATION:
Science, health

MATERIALS:
"Look At Your Eyes." (See page 14)

Transparencies of eyes. (Appendix, pages 15 and 33)

Marking pens.

LEARNING ACTIVITIES:

1. Read the enclosed verses. You might let two students face one another and pretend the other's eyes are a mirror. Read the verses slowly and ask questions about eyes as you are reading. This covers the eye color, outer and inner features. Relate the children's everyday experiences with the verses as they are read.
2. The teacher may continue the discussion by using the folowing ideas:

   Eyes:
   - work for us all day long.
   - help us see things around us.
   - guide our hands as we work.
   - help us get to know people.
   - help us see dangers and help us move to safety (discuss dangers — cars, etc.).
   - help us have fun.
   - help us learn in school.
   - help us read.
   - help us see and show feelings.
3. Show transparencies of the pupil (two). Discuss the purpose of the pupil. Stress that while our pupils let light in and out we must help them by using good lighting. Dark glasses help us protect the eye from bright sunlight. We can also help our eyes by having a doctor check them once a year.

RELATED ACTIVITIES:
Invite a doctor to come and tell how to care for eyes. Children can write the invitation and thank you notes.

Eye Uses	Eye Color	Outer Features	Inner Features	Care of Eyes
Learn about our world Protect ourselves Show our feelings	Eyes have different colors: blue brown green gray hazel	Eyebrows Eyelids: Keep light and dust out Eyelashes: Keep dust out	Tears: Keep eyes warm, clean, shiny Pupil: Lets light in and keeps light out	Good lighting Protect eyes from bright light Eye checkup once a year

LOOK AT YOUR EYES

Sometimes I look in my friend's eyes.
I like to make faces at him.
Sometimes I play a game as
I sit up straight and lean foward.

I lean close to him.
I can see only his eyes.
My eyes are looking at his eyes.

It is fun to play this game with
my friend.
My friend plays it, too.

What does he see?
His eyes are blue.
What color are my eyes?

Look at your friend's eyes again.
There are eyebrows over them.

There are eyelashes around them.
The eyebrows and eyelashes are made
of little hairs.
They keep dust from falling in his eyes.

My friend's eyes are ______________
What color are mine?
They are ______________

Eyes have eyelids, too.
Eyelids are like window shades.
They close down over your eyes and
keep out the light.
Then you can go to sleep.

When there is a lot of water in your eyes,
you have tears.
You do not have to cry to make tears.

Tears come when the wind blows hard.
Tears come when it is very cold.
Tears are good for your eyes.
They keep them warm. They keep them clean.

Your eyes are shiny.
That is because they are wet.
There is always a little water in your eyes.
The water keeps your eyes clean and
makes them shine.

Get close to your friend again.
Look in the middle of one of his eyes.
Do you see the black spot?
The black spot is called the pupil.
Sometimes it is small.
Sometimes it grows big.

Did you ever watch the pupil in your
friend's eye change its size?
This is how to do it.
Have him close his eyes almost all the way.
Keep them open so I can see just a little.
I count to ten.

One—two—three—four—up to ten.
Then have him open his eyes wide.
Watch one pupil in your friend's eye.
It grows smaller as soon as he opens
his eyes.

Why does the pupil change its size?
The pupil is a little round window.
It lets the light into your eye.
When your eye needs a lot of light,
the pupil gets big.
When your eye needs only a little light,
the pupil gets small.
Your pupil grows big to let in every bit of light.

Your pupil gets big.
when you are in a dark room,
or when you are outdoors at night.
Then your eye needs all the light it can get.

Your pupil is small
when all the lights are turned on,
or when you are outdoors in the bright
sunshine.

Then there is plenty of light to see by.
Your eye does not need so much light.
Your pupil gets small.
It keeps out the light that your eye
does not need.

Level IV
LESSON 7

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

PERFORMANCE INDICATOR:
The student will list two colors that should be worn at night and tell the advantages these have over two other colors.

CONTENT:
Pedestrian Safety — Environmental Setting

SUGGESTED APPLICATION:
Math (graphs), social studies

MATERIALS:
Flashlight.

Cardboard, glue and reflecting material.

Graph paper.

Vision test. (Appendix, page 16)

"Defensive Driver Game." (Appendix, page 17)

"Blind Spot" experiment. (See page 16)

Slides of differently clad children (light, dark, etc.). (Teacher to provide slides)

LEARNING ACTIVITIES:
Weather conditions play an important part in pedestrian safety. It is easier for a pedestrian to see a car than for a driver to see a pedestrian. Extra care must be taken by pedestrians when it is dark, raining, snowing, foggy, and when streets are slippery.

The pedestrian has a responsibility to wear something white or light colored after dark and in bad weather, and thus warn the automobile driver.

1. In a darkened classroom, shine a flashlight on various children clad in dark colored, light colored, and white clothing. Also have some of the children wear something made of reflecting material (for example, a safety patrol belt in a fluorescent color), as proof that it shows up at much greater distances than any other material.
2. Each student should design and make a badge of reflecting material to wear in the dark and in bad weather.
3. Increased time is required to get ready for a trip to school or elsewhere in cold, snowy weather. It also takes longer to get there if the safest possible route is followed. Have the students make graphs comparing the time it takes to get ready for school and walk to school on a warm day and the time it takes to get there on a bad, winter weather day. (They might ask their parents to help them figure out the times.)

RELATED ACTIVITIES:
1. Use prepared slides to show differently clad children (e.g., dark clothes and light clothes, reflector tape) walking after dark. Have students notice the degree of visibility.
2. Use two vision tests to help students understand vision limitations. This will help the students realize that it is easier for a pedestrian to see an automobile than for a driver to see a person on foot.
3. Use the "Blind Spot" experiment to help the students realize that a driver is not always the one at fault when he or she fails to see a pedestrian.

"Blind Spot" experiment*
Crossing the street is an activity which requires keeping both eyes open. Hazards that are quite close sometimes cannot be seen because of vision limitations. This project will demonstrate the blind spot of the eye.

Have students print an X on a blank sheet of paper. Then, 2½ inches from and on the same line as the X, each child prints his or her initials. Sample as follows:

X RE

This paper is then held about 10 inches from the face. Each student covers the left eye and is told to stare at the X, while moving the paper slowly toward and then away from the face. At one point the initials are invisible. This shows the child that the eye has a blind spot.

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*School Safety, Jan.-Feb., 1967.

Level IV
LESSON 8

AREA: Social Responsibility

SUB-AREA: Citizen of the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

PERFORMANCE INDICATOR:
The student will list the criteria for proper bicycle fit.

CONTENT:
Bicycle Safety — Human and Vehicle Capabilities

SUGGESTED APPLICATION:
Safety

MATERIALS:
Article, "Selecting a Bicycle." (See page 18)

Transparency, "How a Bike Should Fit." (Appendix, page 18)

Handout, "Do You Have Good Form?" (Appendix, page 19)

Oregon Bicycle Rules of the Road.

LEARNING ACTIVITIES:

1. Ask the children if any of their families or friends' families have just made a large purchase (e.g., a car). If so, ask if there were any things the family considered before making this purchase (e.g., size, cost, model, make, number of doors). Mention that just as a car is a vehicle so are bicycles, and when buying a bicycle or driving a bicycle there are certain important factors to be considered. Ask the children what size bicycle they think they should have and also ask them why they feel it is important to have the correct size bicycle. See "Selecting a Bicycle."

2. After discussing the importance of a proper sized bike, use a transparency to show how the child with a proper size bike looks when riding it.

3. Distribute handout, "Do You Have Good Form?" Discuss why good form in riding is as necessary as a proper fitting bike (e.g., careful riding and not getting tired).

RELATED ACTIVITIES:

1. Have the children do research on the different types of bicycles and report the advantages and disadvantages of each type (e.g., lightweight, middleweight). Students can begin their research by reading pages 11-16, *Oregon Bicycle Rules of the Road.*

2. Ask the children to go home and check to see if their bikes are the right size. If they find their bikes are not the right size, mention that size can be altered by adjusting the seat and handlebars.

SELECTING A BICYCLE

For safety, a child's bicycle must be the right size for him or her. If it is too large or too small, it will be hard to control. The child will tire much more quickly under these circumstances.

If the bicycle is too large, it will sway from side to side. The child can't come to a stop without leaning to one side, and may fall off. If it is too small, the child's knees will bump and the bike will be difficult to steer.

Also, bicycling is easier and more fun if the leg muscles can be flexed fully. The muscles won't tire as easily as when the muscle doesn't get fully extended.

One manufacturer recommends measuring the distance from the child's crotch to the floor (while the child is wearing flat-heeled shoes) to determine the proper bicycle size. If the leg length is between 29½ and 35 inches, a 19" frame is recommended. From 35" to 38", a 23" or 24" frame is recommended. Above 38", an adult's bike (26" or more) can be ridden.

The National Safety Council recommends bike sizes by ages. For the 5-to-7-year-old a junior bike with a 20" wheel and training wheels is suitable. This bike should be restricted to bike paths or sidewalks. For the 7-to-10-year-old an intermediate bike with a 24" wheel is good. From age 10 through adulthood a 26" or 27" wheel with frame size being selected according to height or personal preference can be ridden.

When buying a bike, one should also check for accessories. The reflector should be seen from at least 300 feet. The front light should be white and be visible at least 500 feet away. The horn or bell should be audible at least 100 feet away. There should be a carrier or basket according to needs. There should be a mud guard and a proper chain guard.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.

PERFORMANCE INDICATOR:
Given specific questions and blank signs, the student will select the best answers as to the sign warnings.

CONTENT:
Bicycle Safety — Regulators

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Oregon Bicycle Rules of the Road, pages 35-40.

Traffic Sign Quiz. (Appendix, page 20)

Transparencies of blank traffic signs. (Appendix, pages 9-12, 40)

"Know Your Bicycle Laws." (Appendix, page 61)

LEARNING ACTIVITIES:
Students must realize the importance of recognizing traffic signs or signals and form the habit of obeying them. This is a practice which will carry over into later life and help them to be better automobile drivers.

1. Discuss the following common traffic violations of cyclists:
   a. Riding in the middle of the street.
   b. Failure to yield right of way. (In most cases, the cyclist didn't "see" the car; in some cases he or she intentionally infringed on the motorist's right of way.)
   c. Riding too fast for conditions.
   d. Disregard of traffic signs or signals.
   e. Riding against the flow of traffic.
   f. Improper turning.

   What are some of the traffic signs normally encountered by bike riders? Are bike riders required by law to observe and obey such signs? Why? Why don't bike riders consistently obey traffic signs? See *Oregon Bicycle Rules of the Road.*

   Who determines where traffic signs are placed and what signs they should be? Why place a two-way stop, four-way stop, or lights instead of a stop sign or a yield sign? Can you think of an intersection that presents a hazard because of the type of sign placed there? How can it be changed?

2. Have students complete the Traffic Sign Quiz using the transparencies of traffic signs in the Appendix. The teacher will have to add appropriate numbers to the signs and develop a test key.

RELATED ACTIVITY:
Have students work in pairs or small groups to write short skits or puzzles about intersections in the neighborhood, such as: "You are riding your bike from ________ to ________. You pass a ________ sign, a ________ sign, and ________. What intersection are you approaching?" When the children are ready, have these puzzles read aloud so the other students may try to guess the correct intersections.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
Given a bicycle skills course, the student will demonstrate proficiency at operating a bicycle.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Large paved area (playground, parking lot or street which can be blocked off).

Suggested skills tests. (See page 22)

Sample map of bicycle skills path "layout." (See page 24)

Copy of bicycle inspection check list. (Appendix, page 38)

List of skills being tested.

Procedures for "skills day" and specific materials. (See page 22)

LEARNING ACTIVITIES:
This will probably be done on a school-wide basis, but if not, this plan might be followed:

The class will elect a committee to read through the different bicycle skill tests and, with the teacher's guidance, decide which ones to use. This committee will then, on the basis of the skill tests being used, set up a suggested layout for the testing area. These children will also guide the class in selecting children to actually draw the lines needed for the tests, to bring items needed for the skill test, to mark the skill test sheet, and to check bicycles to make sure they're in proper condition before allowing the rider into the skills' test area. All of the work, except actually checking off each child as he or she passes a skill test, should be done before the actual test time. Other adults (mothers, student teachers, local police) should probably participate in the actual skills testing. If children participate, the teacher should use children without bicycles or test these children during some free time so that they will not miss the benefits of the test.

RELATED ACTIVITIES:
1. Write letters to parents or other classes in the school inviting them to your skill day.
2. Explain the test being given, show the children the needed patterns for the tests selected, have the children set up their own layouts, and have the class vote to select the best layout.

GENERAL PROCEDURES FOR SKILL DAY
1. Mark lines for maneuvers with chalk, dry or wet lime, or yellow or white paint.
2. Have youngsters use their own bicycles.
3. Inspect bicycles to see that they are in good operating condition. (Children should know rules for safe bicycle riding before the tests and also know something about the mechanics of the bicycle so that they can discover mechanical defects and know how to correct them.)
4. Before giving the test it should be explained carefully to drivers. The purpose of each test should be fully outlined.
5. It is wise not to use groups larger than ten. One group should be entirely finished before the next group starts.
6. A competent bicyclist should demonstrate the test before each exercise.
7. For teaching purposes, a pass-fail grading system should be adequate. (A check mark could stand for pass and an "x" for fail.)
8. All lines should be 2" wide unless otherwise specified. All dimensions should be measured between the inside edges of the lines.

MATERIALS
Tape measure and yardstick.

Chalk and chalk lime; lime (wet or dry).

Paint (white or yellow).

Stopwatch or watch with second hand.

Objects to be used as obstacles such as cardboard boxes, stanchions, milk cartons, saw horse, blocks.

Simulated stop sign and traffic signal.

Score card or sheet.

String.

Bicycle repair tools.

The following bicycle skill tests will be concerned with the observance of signs and signals, balancing, pedaling, braking, hand signaling, dismounting, and fine control. It is important that children have acquired skill in these various areas, so that they will become competent drivers and not have to worry about proper maneuvers should an emergency situation occur while riding.

SKILL TESTS

1. *Steering:* Have each student ride at a comfortable speed for thirty feet between parallel lines four inches apart, without disturbing beveled blocks placed against the lines in pairs (twelve blocks required) at distances of six feet. Deduct from score of 100 points:

   Two points each time a tire touches either line.

   Five points each time a wheel rolls outside the line on either side.

   Eight points each time a wheel touches a beveled block.

   Ten points each time a rider falls off the bicycle.

2. *Cornering and Signaling:* Students must signal for turns and then make smooth left- and right-handed turns. Deduct from score of 100 points:

   Five points for great difficulty in maneuvering turn.

   Ten points each time the rider falls off the bicycle.

   Twenty points each time the rider fails to signal turn.

3. *Maneuvering:* Place cardboard cartons (or beveled blocks from previous test) twenty-five feet apart along a straight line 150 feet long (seven markers required). Have each student ride at a comfortable speed, weaving to pass on alternate sides of the markers. Deduct from score of 100 points:

   Five points each time a marker is touched by any part of the rider or his bicycle.

   Ten points each time the rider falls off the bicycle.

4. *Circle Riding:* Mark two concentric circles with diameters of 16 feet and 12 feet respectively, to make a circular path two feet wide. Have each student stay within the path while riding four times around at a comfortable speed. Deduct from score of 100 points:

   Two points each time a tire touches either circular line.

   Three points each time a wheel rolls out of the path (either toward the inside or outside).

   Five points each time both wheels of the bicycle roll off the path (either inside or outside).

   Ten points each time the rider falls off the bicycle.

5. *Balancing at Slow Speed:* Mark a lane three feet wide with white chalk or highway paint. Have each student ride fifty feet at the slowest possible speed, keeping inside the lane lines. Deduct from score of 100 points:

   Two points each time a tire touches either lane line.

   Five points each time a wheel rolls outside the lane on either side.

   Ten points each time a rider falls off the bicycle.

   One point for each second of time less than one-half minute for riding distance of fifty feet.

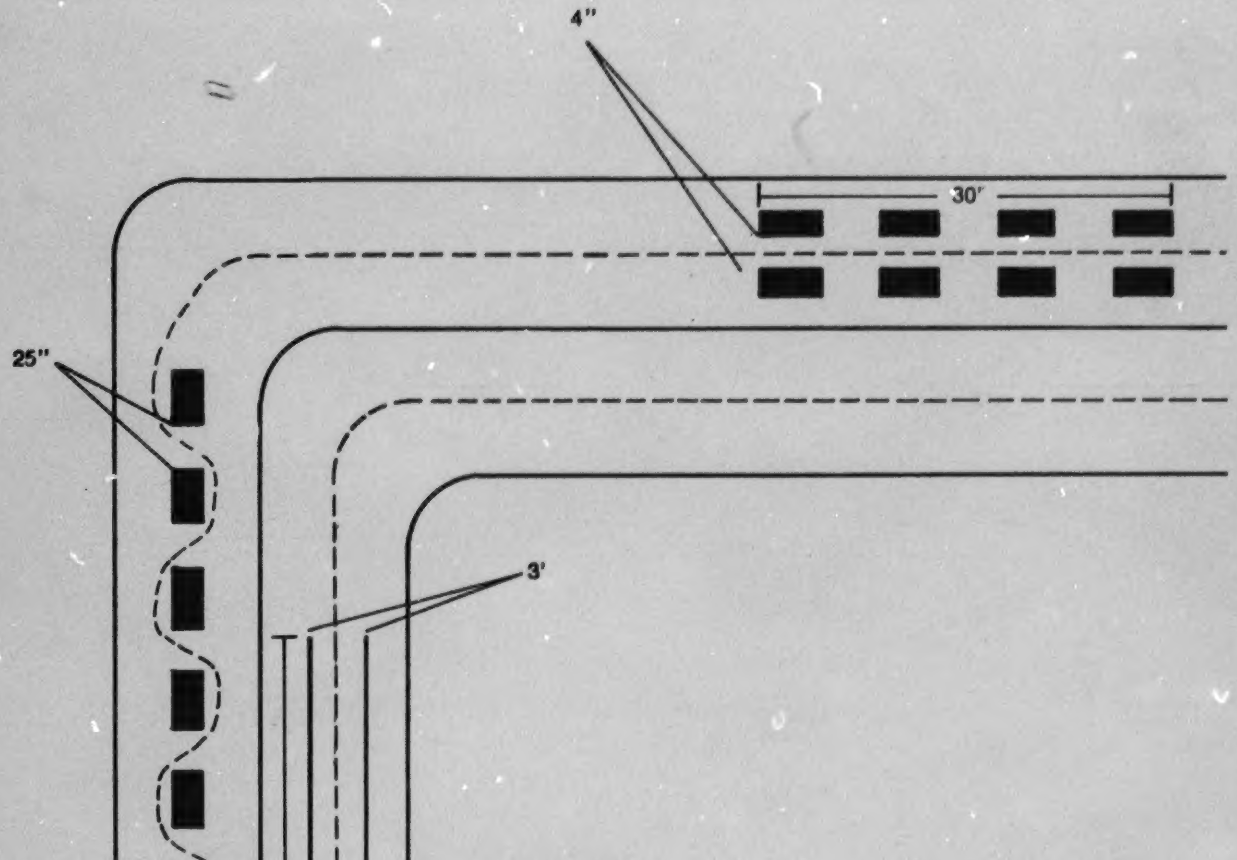
6. *Braking:* Using a portion of the testing area, have each student pedal continuously at a comfortable (8 to 10 miles per hour) speed. At some point in this ride give the command "stop" as a signal for the rider to make an emergency stop in a straight line. Stop should be made in about 14 feet. Deduct from score of 100 points:

   Five points if the rider stops pedaling before the command to stop is given.

   Five points if the rear tire skids in making the stop.

   Five points if rider swerves making the stop.

   Ten points if the rider falls off the bicycle in making the stop.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AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
Given slides or pictures depicting proper and improper bicycle riding practices, the student will determine what desirable or undesirable results might occur.

CONTENT:
Bicycle Safety — Regulators, Environmental Setting.

SUGGESTED APPLICATION:
Language arts

MATERIALS:
"The Bicylist as a 'Driver'" (Appendix, page 21)

Oregon Bicycle Rules of the Road.

Pictures showing various bicycling activities, depicting good and poor riding practices. (Collected by students or teacher.)

LEARNING ACTIVITIES:

1. Have students read Chapter 3, *Oregon Bicycle Rules of the Road.* Discuss why we have traffic laws. Ask the students to explain the difference between "traffic laws" and "safety rules."

2. Have students read, "The Bicyclist as a 'Driver'" and pages 65-72, *Oregon Bicycle Rules of the Road.*

3. Using the article as a guide, students should critically view pictures of children on bicycles, pointing out safe practices and careless ones.

   They should be able to discuss these questions and comments:

   a. Why do automobile drivers often say, "I never trust kids on bikes?"

   b. Why is it essential that a cyclist develop skill in balanced pedaling?

   c. What is the reason for this rule: Cyclists must ride with the flow of traffic, *not* against traffic?

   d. Did you know that the motor vehicle laws of practically all states require the use of hand signals as a safe bicycle riding practice? Is that the only reason cyclists should use them? What are the three proper hand signals?

   e. Why do people complain about bicyclists who crowd between a car and the curb? After all, a bike doesn't need much room. Shouldn't car drivers be glad that cyclists at least stop at a corner?

   f. The "banana" seat on the hi-rise bike was designed for carrying an extra person on the bike, wasn't it? Then why do people complain about the danger of two on a bike?

   g. Is there a real danger in holding onto a moving vehicle? If so, what is the danger?

   h. What is so bad about stunt riding on a bike? People do it on television shows and at the circus. Some kids ride just as well as these performers do.

   i. If a cyclist is supposed to ride with traffic, and as close to the right curb as possible, how is he expected to make a left turn?

   j. Do you have a right to leave your bike lying in your own driveway or across the sidewalk in front of your own house? Why?

RELATED ACTIVITY:
Students might draw pictures or cartoon strips showing good riding practices or results of careless riding habits.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

PERFORMANCE INDICATOR:
Given possible hazards for bicycle riders in a number of street and road situation pictures, the student will interpret what he has seen and suggest solutions for problems which exist.

CONTENT:
Bicycle Safety — Human capabilities, Environmental Setting

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Pictures of streets and roads, showing typical traffic situations, such as crossroads, alleys, side roads, hills, driveways, business areas, residential areas, and rural areas. (Collected by student or teacher.).

LEARNING ACTIVITIES:
"Practice makes perfect" is true only if one practices good habits. An experienced bicycle driver who conscientiously uses good driving habits is better able to cope with sudden dangers than an inexperienced driver.

It is impossible to acquaint children with an example of every hazardous situation with which they might be confronted. However, it *is* possible to impress upon them the need for constant alertness in bicycle riding. It is also possible, and desirable, to present some typical situations which might arise and give them opportunities to train themselves to anticipate dangers and know how to react.

1. In a general discussion, have students compare reactions of automobile drivers and bicycle drivers to given situations. Perhaps some children have ridden in a car with a new driver (maybe a 16-year-old brother or sister). Did they feel as confident with that person as with their parents? Have they watched young children ride bicycles in the street or on the sidewalk? How could they tell that the young children hadn't ridden bikes for very long?

2. Tell students that they are to pretend they are riding bicycles toward the movie screen. Pictures will be flashed onto the screen and left for several seconds. When the picture is turned off, students are to tell what they saw that might be a potential hazard and what they would do to prevent an accident.

RELATED ACTIVITES:
1. Have students write short stories on subjects such as the following:
   a. It takes more skill to drive a bicycle safely than to drive a car safely.
   b. What can happen when bicycles are not parked in safe places?
   c. How a bicycle can endanger the safety of a pedestrian.
   d. A bike rider who ignored driveways and alleys.
2. If you have a tape recorder available, it might be interesting to have the students record their short stories and play the tape for the class later.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the relationship between speed and safety in traffic.

PERFORMANCE INDICATOR:
Given a chart of stopping distances, the student will interpret it and make one graph of the information from the chart.

CONTENT:
Bicycle Safety — Vehicle and Human Capabilities

SUGGESTED APPLICATION:
Social studies, math, science

MATERIALS:
Chart of stopping distances. (Appendix, page 22)

Graph paper and crayons

LEARNING ACTIVITIES:

1. The teacher will use the transparency and/or pass out copies of the chart of stopping distances. Ask, "What is 'thinking time'" (Distance traveled before brakes are applied.) Once the children have defined this term, the class can discuss vehicles other than bicycles which require the driver to think before stopping them (e.g., trucks, buses, trains).

   Also discuss braking distance (the distance traveled after the brakes have been applied) and stopping distance (the thinking distance and the braking distance).

2. Pass out graph paper and give the children one example of how to use the chart to graph the information. Both wet stopping distances and dry stopping distances can be incorporated into one bar graph by having the children use different colored crayons. White could represent thinking distance; red could represent braking distance on dry pavement; blue could represent braking distance on wet pavement.

3. Have the children take balls of yarn or rolls of crepe paper onto the playground. At your signal, have them unroll their material to mark a certain number of feet. For example, if the leader calls 20 feet, when signaled the children will mark with the yarn the distance they think is 20 feet and compare the two distances. The class could work in teams of two with one estimating and the other measuring and recording the actual distance marked and the distance which should have been marked.

From the graph and the chart, ask the children if they can see any relationship between dry stopping distance and wet stopping distance. (Wet stopping distance is almost three times greater than dry stopping distance. Ask what remains the same if the pavement is dry or wet? (Thinking distance.) Ask What is the total ratio, according to our graphs and charts, between stopping distances on dry pavement and stopping distances on wet pavement? (About two times).

RELATED ACTIVITIES:

1. Have the children find the stopping distances of different vehicles and translate this information into graph or chart form so that they can see how much longer it takes another vehicle (e.g., a car, to stop when going the same speed as a bicycle). Children could do research to find why it takes different distances to stop.

2. Have the class divide into teams with at least four children on each team. Have the children who have speedometers on their bikes bring their bikes to school. Go to the playground and, in teams, have each team decide on the speeds they want to check for stopping time. Have the rider get up to the particular speed and signal when he's reached that speed. Have one member of the team blow a whistle or in some manner signal the rider to stop. Another member will watch the time and a fourth member will record the data. Back in the classroom, have the children translate their information into graphs or charts and present it to the rest of the class. Discuss why, if two teams use similar speeds, the stopping times might be different. Human capabilities and vehicle capabilities differ. Compare bicycle and automobile stopping times.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians or when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of proper pedestrian use of sidewalks and roadways, and of proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
Given a hypothetical courtroom situation involving a car accident, the student will be able to recognize who was responsible for the accident and orally state four rules governing bicycle and pedestrian safety.

CONTENT:
Bicycle Safety, Pedestrian Safety — Regulators

SUGGESTED APPLICATION:
Language arts, dramatics, social studies.

MATERIALS:
Copies of the facts of the case. (See page 32)

Diagram of courtroom showing placement of furniture. (See page 38)

Diagrams of the accident, including placement of vehicles and witnesses. (See page 37)

LEARNING ACTIVITY:
Mock Trial
The children who take part in this learning situation should be familiar with the identification of rules pertaining to safe bicycle practices and pedestrian rules. This lesson should give the student the opportunity to think creatively in a decision-making and problem-solving situation. It will bring to bear the necessity of delineating the area of responsibility for each person involved. Whose fault was it that the accident occurred? How do we cope with this problem? What human capabilities controlled this situation? The child must devise the appropriate plan of action for the situation that can really happen.

THE FACTS:
On Thursday at noon, it was raining. Billy Gray, a student at North Shore Elementary School, was on his way home for lunch. He drove his bicycle out of the school parking lot and over the sidewalk with Mark Driscoll riding as a passenger on his handlebars. Out of the parking lot driveway, Billy turned his bicycle to the left (without giving a hand signal) and started up Damon Street on the left side. He was going fast and wearing a pair of sunglasses to protect his eyes from the rain. Both his clothes and those of Mark Driscoll were dark in color so that they did not show up well. The bicycle had bad brakes and was without a reflector or lights for night driving.

Steve Morrison, another North Shore student, had just come from the school carrying a model dinosaur in a big paper box. The dinosaur had been on display for P.T.A. night and had somehow slipped off the homeroom table and broken off an ear. Steve's homeroom teacher apologized to him for the broken ear, but she could see that Steve was hurt and angry because his model had been broken. Outside in the rain, Steven was hurrying along the sidewalk carrying the box when his mother honked at him from her car parked across the street from the school. She had come to pick him up. Angry and upset as he was, Steve turned off the sidewalk between two parked cars to start across the street to his mother.

The safety patrol monitor down on the corner saw Steve turn toward the street and yelled for him to come on down to the crossing where the crossing light was located. But Steve paid no attention; maybe he didn't even hear the yell — or maybe he did. No one knows. At any rate, Steve started across the street toward his mother — jaywalking. Like Billy and Mark, Steve was wearing dark clothes that were difficult to see in the rain. The box he carried was so large (three feet square) that Steve couldn't see over it or around it very well. He didn't see Billy Gray approaching and when Steve stepped out front between parked cars, it was directly into the path of the bicycle. Steve, Billy and Mark all went sprawling on the street. No one was serious hurt. Steve picked up his dropped box and went on across the street to his waiting mother. Billy and Mark righted their upset bicycle and continued their ride up the street.

NOTE:
The foregoing material (together with the sketch of the accident setting) should be thoroughly familiar to the lawyers and all witnesses in the trial so that there is no confusion in the account that is given to the class, which will be serving as a jury. These jury members, however, should not know ahead of time what happened. The details of the accident should become known to them only as those details are brought out by the lawyers in questioning the witnesses. Such a procedure lends suspense and permits the complete story to unfold a little at a time.

ROOM SETUP:
See accompanying sketch number two, for placement of furniture. To open the trial, the principal sits behind the teacher's desk. In chair-desks to his right, sit STEVE MORRISON and ALLEN PATCH. To his

left, sit BILLY GRAY and LARRY SHARP. All four boys face the class. PATTY JAMISON, sitting at the left end of the teacher's desk, also faces the class.

PRINCIPAL:
(Rising to stand as he addresses the class) Good afternoon, students. I'm the principal of your school. My name is Mr./Mrs. Skogman. I'm here in your room to find out who was responsible for an accident that occurred today at noon when Billy Gray ran into Steve Morrison with his bicycle. (pause) This is a very serious thing we're talking about because every year the number of children injured on bicycles continues to go up. In 1954, there were 400 people killed while riding their bicycles and in 1968, there were 800. In addition to that, there were 38,000 injured. *Thirty-Eight Thousand!!!* So, you see, that's pretty bad. (pause) Here in school we have rules on how our bicycles should be ridden, and if we find out that Billy Gray was breaking the rules of bicycle safety, maybe we shouldn't let him ride his bicycle to school any longer. That's what police do with automobile drivers, you know. If someone has an accident, and the accident is his fault, sometimes they take away his driver's license. (pause) So since this is such a serious matter, we're going to handle it just like a case in court. That means with lawyers and a judge and everything. As principal of the school, I'm going to be the judge, and Larry Sharp is going to be Billy Gray's lawyer. Allen Patch is going to be the lawyer for Steve Morrison, and the clerk that swears in the witnesses will be Patty Jamison. (Of course, actual names of the student actors may be used instead of these character names, if desired. Girls might be lawyers as well as boys.) Since this is just a mock trial, we'll use a dictionary for swearing of the witnesses. For a jury, we'll have everyone in the class who isn't a witness. And when the trial is over, the jury is to vote on whether it thinks Billy Gray is guilty or not guilty. (Looking at Allen Patch) Is the prosecution ready?

ALLEN:
Ready, your Honor.

PRINCIPAL:
(Looking at Larry Sharp) Is the defense ready?

LARRY:
Ready, your Honor.

PRINCIPAL:
Then we will first have the prosecution lawyer address the jury and tell us just what he expects to prove in this case. (Principal sits in his chair behind teacher's desk) (From this point, it is not possible in this script to give the exact words the actors will use. Their speeches, questions, and answers will be determined by the cases the two lawyers have worked out beforehand. After their first question to a witness, the lawyers will have to phrase what they say according to the answers they get. From here on, the exercise becomes an exercise in creative thinking and impromptu acting.)

ALLEN:
(Rising and talking to the class as if it were a jury (which it is). Allen will tell them what he plans to bring out in the course of the trial. The points he plans to make will be:)

a. Billy was riding too fast.

b. He drove his bicycle over the sidewalk instead of walking it as he was supposed to do.

c. He did not give a hand signal when he turned into Damon Street.

d. He was riding on the wrong side of the street when he struck Steve.

e. He was carrying a boy on his bicycle handlebars at the time of the accident.

f. Even though it was raining, Billy was wearing sun glasses so he couln't see clearly.

g. Billy's bicycle had faulty brakes.

h. The bicycle had no reflector for night driving. This might make it more difficult to see in the rain.

At the conclusion of his talk, Allen says, "Thank you," and sits again.

PRINCIPAL:
(To Larry Sharp) Is the defense ready for its opening statement?

LARRY:
Yes, your Honor. (Larry rises and addresses the class as Allen did. His address might go something like this): In this trial the defense will show that Billy Gray was no more responsible for the accident in question than Steve Morrison was. We will show that:

a. Steve Morrison was in an angry upset condition when he left the school house today at noon.

b. He darted from between two parked cars to get across the street to his mother who was waiting for him.

c. He jaywalked.

d. He disobeyed the patrol monitor on duty at the crossing.

e. He was carrying something in a big box that kept him from seeing as well as he should when he crossed the street.

f. He was wearing dark clothes that wouldn't show up on a gray, rainy day which it was.

We will prove all these things with witnesses we intend to call. Thank you, your Honor. (Larry sits down.)

PRINCIPAL:
(To Allen) The prosecution may call its first witness.

ALLEN:
The prosecution calls Mary Alice LeFever to the witness stand, please.

(Mary Alice LeFever leaves her desk and goes to the witness stand. Patty Jamison meets her there with the dictionary.)

PATTY:
State your name please.

MARY ALICE:
Mary Alice LeFever.

PATTY:
(Holding out the dictionary.) Place your left hand on the dictionary. (Mary Alice does so, and raises her right hand.) Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you Noah Webster?

MARY ALICE:
I do.

PATTY:
You may be seated.

(Mary Alice sits in the witness chair. Patty returns to her chair at the left end of the teacher's desk and sits. Allen stands and goes to the witness chair. As he asks Mary Alice questions, he may stand still, or he may shift to different positions around the chair. The following reproduction of questions and answers is given merely to serve as a general guide that the testimony of a witness might take. Questions will vary, of course, according to the case the lawyer has worked out and is attempting to prove.)

ALLEN:
Will you please state your name for the jury?

MARY ALICE:
Mary Alice LeFever.

ALLEN:
Where do you live, Mary Alice?

MARY ALICE:
At 1947 Lassiter Street.

ALLEN:
Are you a student at this school?

MARY ALICE:
Yes.

ALLEN:
What grade are you in?

MARY ALICE:
Fourth grade.

ALLEN:
Did you see the defendent there, Billy Gray, on his bicycle at noon?

MARY ALICE:
Yes.

ALLEN:
How did you happen to see him?

MARY ALICE:
I was going along the sidewalk up to the corner crossing, and all at once Billy came shooting across the sidewalk in front of me on his bicycle.

ALLEN:
Where did this happen?

MARY ALICE:
There at the parking lot driveway.

ALLEN:
There where you're supposed to *walk* your bicycle across the sidewalk instead of *riding* it?

MARY ALICE:
Yes.

ALLEN:
But Billy Gray was riding his?

MARY ALICE:
Yes.

ALLEN:
Was he going fast, or slow?

MARY ALICE:
He was going real fast.

ALLEN:
How fast?

MARY ALICE:
Real fast. I had to jump back or he would have run into me.

LARRY:
I object!

PRINCIPAL:
On what grounds?

LARRY:
The witness doesn't know if Billy would have run into her or not. That's just something she thinks might have happened.

PRINCIPAL:
Objection sustained. (To class) The jury will ignore the witness' last statement.

NOTE: The teacher may want to eliminate objections by the lawyers. Objections will add interest only if they are used sparingly so as not to become tedious and if the lawyers involved are able to recognize grounds upon which objections may be made. Some common reasons for objections are these:

a. The witness is giving an opinion rather that stating a fact.

b. The witness is testifying to something he did not actually see or hear himself.

c. The lawyer is telling the witness what to say.

d. The witness (instead of the defendant) is being treated as the person on trial.

ALLEN:
(To Mary Alice) After Billy Gray got across the sidwalk in front of you, what did he do?

MARY ALICE:
He made a left-turn into the street.

ALLEN:
Did you see him make a hand signal that he was going to turn?

MARY ALICE:
No.

ALLEN:
He didn't make any hand signal to show that he was going to turn?

MARY ALICE:
I didn't see him make any.

ALLEN:
All right. Billy is out in the street now on his bicycle. Which side of the street was he on?

MARY ALICE:
He was on the left.

ALLEN:
Are you sure?

MARY ALICE:
Yes, I am sure.

ALLEN:
Bicycle riders are supposed to go on the right side of the street, you know. The same as cars.

MARY ALICE:
Yes, I know. But Billy was on the left side.

ALLEN:
Was Billy by himself on the bicycle?

MARY ALICE:
No, he had another boy riding on his handlebars.

ALLEN:
Do you know the other boy's name?

MARY ALICE:
Yes, it was Mark Driscoll.

ALLEN:
And Mark Driscoll was the person sitting on the handlebars in front of Billy Gray. Is that right?

MARY ALICE:
Yes.

ALLEN:
Then what happened?

MARY ALICE:
About half way to the corner, they ran into Steve Morrison and knocked him down.

ALLEN:
And did the bicycle fall down, too?

MARY ALICE:
Yes, everybody fell down.

ALLEN:
Then what happened?

MARY ALICE:
Steve picked himself up and went on across the street to where his mother was waiting in the car for him. And both Billy and Mark got back on the bicycle and continued on their way.

ALLEN:
With Mark riding the handlebars again?

MARY ALICE:
Yes.

ALLEN:
(To Larry) That's all the questions the defense has for this witness. You may cross examine.

(Allen sits in his chair again. Larry comes to the witness stand to question Mary Alice. He will attempt, in the role of defense attorney, to ask her questions that might mix her up — maybe ask the same questions more than once to see if he gets the same answer everytime. If the answers are different, he will point this out to the jury to show that the witness is not reliable.)

LARRY:
You say, Mary Alice, that Billy Gray nearly ran over you when he came out of the parking lot driveway?

MARY ALICE:
Yes.

LARRY:
Did it scare you? Nearly getting run over?

MARY ALICE:
Sure, it scared me!

LARRY:
Mary Alice, how far is it from the sidewalk, where Billy nearly hit you, on out to the street?

MARY ALICE:
Oh, not every far.

LARRY:
How far?

ALLEN:
I object!

PRINCIPAL:
On what grounds?

ALLEN:
The defense is asking the witness to give her *opinion* about something instead of telling what she knows to be *fact*.

PRINCIPAL:
Objection sustained. The witness does not have to answer that question.

LARRY:
(To Mary Alice) You say you had to jump back to keep from being run over?

MARY ALICE:
Yes.

LARRY:
And were you scared?

MARY ALICE:
Yes.

LARRY:
Mary Alice, how could you jump back and then have enough time to look at Billy again in the few seconds it took for him to make the turn into the street?

MARY ALICE:
I was looking at him at the same time I looked back. It all went together.

LARRY:
Or is it that when you finished jumping back and looked at Billy again, he was already in the street? And you didn't see him turn?

MARY ALICE:
I saw him make the turn.

LARRY:
What was the weather like today at noon?

MARY ALICE:
It was raining.

LARRY:
That means you were standing there in the rain, frightened from having just about been run over, and yet in the few seconds Billy Gray spent going from the sidewalk to the street, you were able to watch him so well that you could observe that he didn't make any hand signal?

MARY ALICE:
I didn't say he didn't make any hand signal! I said I didn't see him make a hand signal!

LARRY:
So he might have *made* one then? And you didn't *see* it? Is that possible?

MARY ALICE:
I suppose it's possible. But I don't *think* he made a hand signal.

LARRY:
We're not interested in what you *think*, Mary Alice! We're interested in what you *know* for fact! (pause) Now you say the boy riding on Billy Gray's bicycle handlebars was Mark Driscoll?

MARY ALICE:
Yes.

LARRY:
And you say that Mark was holding onto the bicycle by holding the handlebars?

MARY ALICE!
Yes.

LARRY:
The time it would take Billy Gray to ride over the sidewalk into the street and up the street halfway to the corner where you say his bicycle hit Steve Morrison, couldn't have been more than a minute, could it?

MARY ALICE:
Something like that.

LARRY:
And yet in that one minute there in the rain, you jumped back to keep from being run over! You got scared! You recognized Mark Driscoll! You *think* you noticed that Billy didn't give a left turn signal! And you're *sure* that Mark Driscoll was holding onto the handlebars! Now did all that *really* happen? In one minute?

MARY ALICE:
He must have been holding on the handlebars.

LARRY:
Why must he?

MARY ALICE:
Because that's how you hold onto a bicycle when you're riding piggyback; you have to hold onto the handlebars.

LARRY:
Have you ever ridden piggyback on a bicycle? (Mary Alice may not be eager to answer.) Have you?

ALLEN:
I object!

PRINCIPAL:
On what grounds?

ALLEN:
Mary Alice is not on trial here. Billy Gray is!

PRINCIPAL:
Objection sustained! The witness doesn't have to answer that question.

LARRY:
(To the class) I would like to point out to the jury that this witness, Mary Alice LeFever, has changed her story twice in the time I have been questioning her. At first, she was *positive* that Billy Gray did not give a hand signal when he turned left out of the parking lot. Then she said he might have given a signal, and she didn't see it. She also said at first that Mark Driscoll was holding onto the handlebars. And then she said he must have been, because that's the only way you can stay on a bicycle when you're riding piggyback. So I would say that this is an undependable witness who says things she isn't sure of. The jury should remember that. (To the principal) That concludes the defense's questioning of this witness, your Honor. (Larry sits back in his seat again.)

PRINCIPAL:
You may step down. (Mary Alice leaves the witness chair and returns to her seat.) Will the prosecution call its next witness.

And so the trial proceeds until the prosecution has called all its witnesses. As many witnesses should be called as are necessary for Allen to prove the things he wants. Suggested witnesses for both lawyers would be:

a. Billy Gray.

b. Steve Morrison.

c. Mark Driscoll.

d. The safety patrol monitor who was on duty on the corner.

e. Steve Morrison's mother (who was waiting across the street in her car and saw the accident).

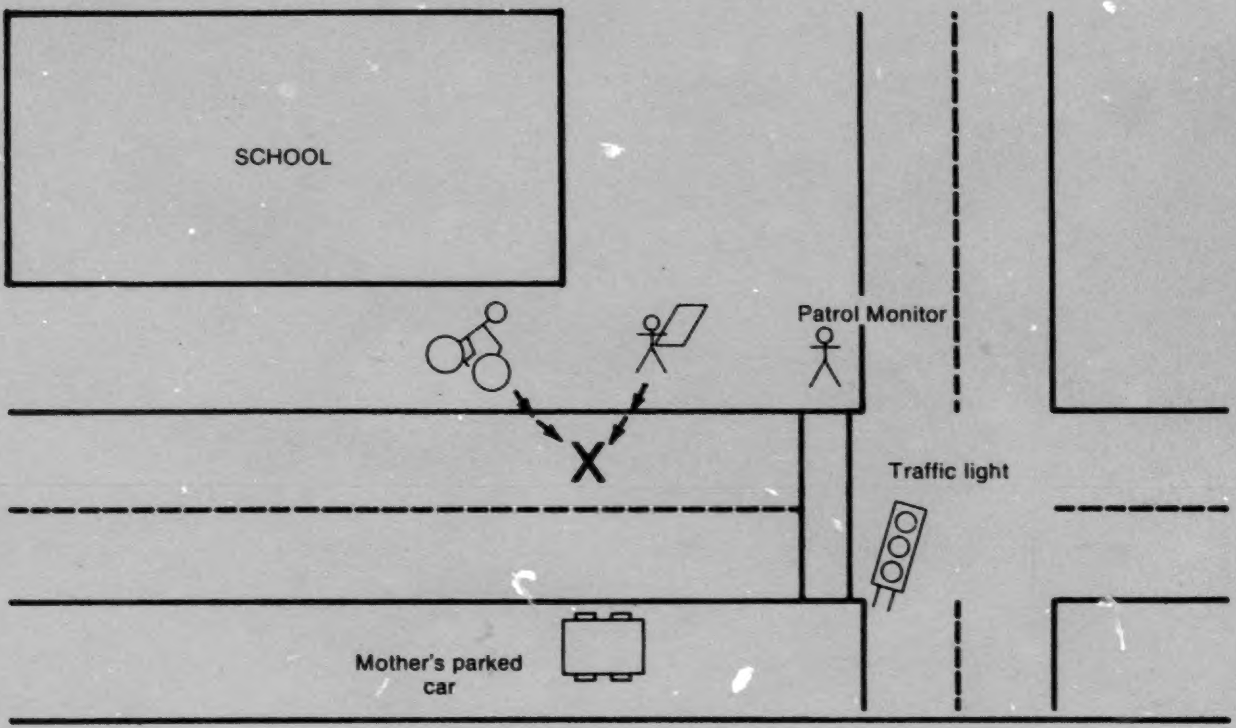
f. A teacher who could testify to Steve Morrison's state of mind at the time of the accident.

g. A student (maybe one who intended to buy Billy Gray's bicycle, but who changed his mind when he found the bicycle had bad brakes and lacked a reflector for night driving).

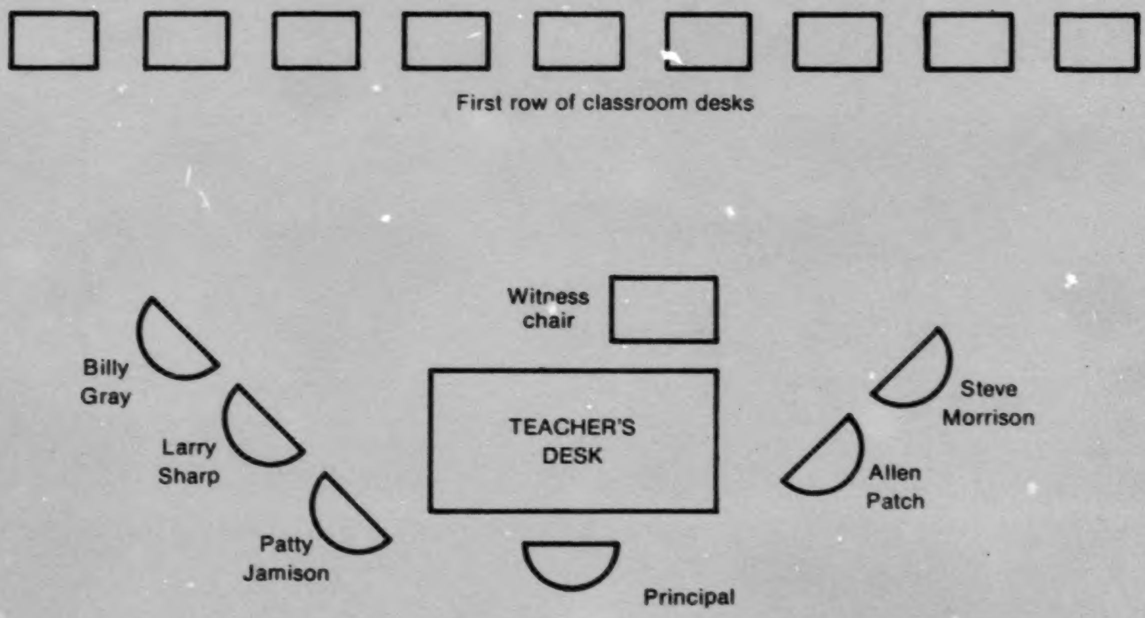
h. Anyone else who might be helpful in proving a point. (Lawyers are expected to tell witnesses ahead of time what they are to say in answer to questions asked on the witness stand.)

NOTE: Although actual legal procedures govern the calling of witnesses to testify, for the purpose of this mock trial, it will probably be more satisfactory to permit the witnesses to be called by either side as needed.

SKETCH I *Diagram of the street where the accident happened*


SCHOOL
Patrol Monitor
X
Traffic light
Mother's parked car

SKETCH II *Diagram of furniture placement for courtroom*


First row of classroom desks
Witness chair
TEACHER'S DESK
Billy Gray
Larry Sharp
Patty Jamison
Steve Morrison
Allen Patch
Principal

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

OBJECTIVE:
Having experienced a discussion on the "Bus Safety Patrol," each child will state in writing three general rules about the patrol's job.

CONTENT:
School Bus Safety — Human Capabilities

SUGGESTED APPLICATION:
Safety, social studies

MATERIALS:
Handout, "Duties and Qualities of School Bus Patrol Member." (Appendix, page 23)

Pencil or pen, and paper.

LEARNING ACTIVITIES:
Jobs assigned school bus patrols vary according to the area in which the children live and the school district. The handout will list some of the various duties.

In general, the four basic jobs of the school bus patrols are:

- To help keep order.
- To check attendance before leaving a loading zone.
- To help children cross intersections.
- To help the bus driver in emergencies.

1. The children should discuss these general helping areas and see if they can list specific ways in which the patrols do these jobs.
2. After a discussion, these could be listed in some conspicuous place in the class or each child could be given a list of these four general ways the patrol helps.

RELATED ACTIVITIES:

1. In a week or two, you could surprise the class and see what learning has actually taken place by asking the children to list three major jobs of the bus patrol.
2. Discuss the qualities of good bus patrol.
3. Review the handout, "In Emergencies." (Appendix, page 24)

TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS ,4-6
LEVEL : V

LEVEL V

TABLE OF CONTENTS

PROGRAM GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible individuals when participating in traffic as pedestrians.	Students will be able to demonstrate an understanding of proper pedestrian use of sidewalks and roadways.	1 2 3	1 3 5
	Students will be able to demonstrate an understanding of the use of color to maximize the safety of the pedestrian.	4	7
	Students will be able to demonstrate an understanding of the role of visual perception in pedestrian safety.	5	9
	Students will be able to demonstrate an understanding of how mental alertness and emotions affect pedestrian safety.	6	11
	Students know the precautions to take to minimize the possibility of being molested.	7	13
Students will be able to function as responsible individuals when driving a bicycle.	Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.	8 9	15 17
	Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.	10 11	19 21
	Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.	12	23
	Students will be able to recognize the hazardous nature of bicycle travel in a motorized vehicle environment.	13	25
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Students will be able to demonstrate an understanding of the inherent dangers of riding in or on a motor vehicle.	14	27
	Students will be able to demonstrate an understanding of the ways to maximize the safety of all school bus passengers.	15	29

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Films and Source	Books and Source	Other Materials
3			Pictures of drivers and pedestrians for bulletin board. Students can bring these to class.
10	"One Got Fat" (Interlude Films, 15 min., Color, 1963) Interlude Films P.O. Box 651 La Crescenta, CA 91014		
12			"Safe Bicycle Driver" stickers Auto Club of Oregon Safety Department 600 SW Market Street Portland, OR 97201 (or contact your local AAA office)
14	"UFO — Unrestrained Flying Objects" (Jam Handy School Service, Inc., 14 min., Color, 1968) General Motors Corp. 3044 W. Grand Blvd. Detroit, MI 48238		
19		"Join the School Bus Safety Team" Channing L. Bete Co., Inc. Greenfield, MA 01301	

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given a safety patrol story, the student will write five safety rules which have not been followed.

CONTENT:
Pedestrian Safety — Regulators

SUGGESTED APPLICATION:
Social studies, language arts, art

MATERIALS:
Safety patrol story. (Appendix, page 25)

"Rules for Pedestrians." (Appendix, page 1)

Pencil and writing paper.

Crayons or other art media and drawing paper.

LEARNING ACTIVITIES:

1. Pass out copies of the story. Have the children read the story with the intent of listing what pedestrian safety rules they feel have not been followed. The list might include:

   a. Not being careful on the way to school.

   b. Running into a street in the middle.

   c. Not dressing properly for the weather (wearing light clothes in rainy weather).

   d. Not carrying parcels carefully.

   e. Not following a safe path between home and school.

   f. Not allowing enough time to get to school and having to run.

   g. Not keeping the eyes free to see everything (masks, trick or treat bags, and umbrellas).

2. After reading the story pass out copies of "Rules for Pedestrians" and see if the children can pick out rules in the story. Read through this list and then go back and discuss the various points with the children.

3. Have the children write or discuss various incidents they have witnessed in which someone was not as careful as he or she should have been. The end of the story suggests this.

RELATED ACTIVITIES:

1. Have children make a large chart of "Rules for Pedestrians" and put it in the center of a bulletin board. Have the children draw pictures or bring in pictures of people following these rules or not following these rules.

2. Have the children illustrate the situations they read about in the story.

3. Have the children illustrate various dangerous situations they have seen.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given blank pictures of common road signs, the student will tell what each means (stop, yield, warning, railroad crossing).

CONTENT:
Pedestrian Safety — Regulators

SUGGESTED APPLICATION:
Social studies, art

MATERIALS:
Article, "Traffic Signs." (See page 4)

Color and sign story. (Appendix, page 26)

Art paper and media.

Oregon Bicycle Rules of the Road, pages 35-40.

LEARNING ACTIVITIES:

1. Have the students turn to page 35 of *Oregon Bicycle Rules of the Road*, and see if they can identify the road signs.
2. Once identified, discuss with the children the meanings of the various road signs, how they apply to drivers, and how they apply to pedestrians. (See "Traffic Signs")
3. Take the children on a walk of their neighborhood. See how many of these different types of signs they can find. Demonstrate proper crossing procedures and walking procedures.
4. When you return to the classroom, ask the children what types of signs they saw during their walk and why they feel these signs were placed where they were. (For instance, a stop sign was placed in the middle of the block because there was a school crossing there.)
5. Have students "pair off" and have one student draw five different signs (leaving off the name) and the other label them. Class should discuss any difference of opinion using *Oregon Bicycle Rules of the Road* as a reference.

RELATED ACTIVITIES:

1. Pass out some art materials and paper. Have the children make three dimensional signs which will be suspended or hung from lights or on the windows in the classroom. Some children might want to make mobiles using hangers covered with yarn from which to suspend several small traffic signs.
2. Have a student read the color and sign story to the class and discuss with the class the answers to the questions.

TRAFFIC SIGNS
An eight sided sign (octagon) always means stop. This means the driver must come to a complete stop and must not start again until yielding the right of way to all pedestrians and approaching traffic. Children should realize that a driver might not stop at the sign, or once stopped, may begin turning into the path where the child expects to cross.

A yellow triangle tells a driver to yield the right of way. The driver must slow down and even stop if necessary. The child should realize that drivers do not always yield the right of way when they should and failure to yield by a driver can cause accidents.

A diamond shape means warning; something dangerous is coming up ahead.

A round sign always means a railroad crossing. Children should be instructed in proper crossing techniques at railroad crossings. For example, if the red signal light begins flashing at a railroad crossing or a child hears a train, he or she should not try to cross before the train gets there.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given a description of a pedestrian-automobile accident, the student will list the safety faults of each person involved and state how the accident could have been prevented.

CONTENT:
Pedestrian Safety — Human Capabilities

SUGGESTED APPLICATION:
Social studies

MATERIALS:
"Rules for Pedestrians." (Appendix, page 1)

Copes of the story, "Innocent Pedestrian." (Appendix, page 32)

Pictures of drivers and pedestrians for bulletin board. (Have students bring these to class.)

"Defensive Driver" Game. (Appendix, page 17)

LEARNING ACTIVITIES:
Most automobile accidents are due to lapses on the part of drivers. This means that drivers fail to recognize dangers in time to avoid them. The driver doesn't notice indications of a possible accident.

Aside from common distractions, such as being in a hurry, daydreaming, being worried or impatient, under the best circumstances the driver cannot always see everything necessary to keep from having an accident.

In casual viewing (which is what most drivers do), one can keep attention no longer than 1.7 seconds on any one spot. Therefore, drivers automatically shift their eyes in order to continue seeing.

Because of the above, a good pedestrian does not assume that every driver sees him or her.

1. Discuss the following topics:
   a. What are some major causes of pedestrian accidents?
   b. Why are many people mediocre, poor, or careless drivers? Pedestrians? (Lack of concentration, nervousness, unhappiness, anger, age, experience, etc.)
   c. Discuss characteristics of good (alert) drivers and pedestrians.
2. Divide the class into small groups. Instruct each group to list the characteristics of a good driver and the characteristics of a good pedestrian. After a given amount of time (5-10 minutes), let the students take turns writing their suggested characteristics on the chalkboard. When students have agreed that they have a good list of characteristics on the board, compare theirs with the one prepared by experts: "Rules for Pedestrians."
3. Have students study bulletin board pictures of drivers and pedestrians and tell whether each is a good, mediocre, or careless driver or pedestrian. They should be ready to substantiate their decisions.
4. Have students read the story "Innocent Pedestrian" and analyze the situation.

RELATED ACTIVITIES:
1. Ask the students to look through magazines at home and bring in pictures of drivers and pedestrians to make their own bulletin board.
2. They may also watch the papers for articles on pedestrian accidents. When these articles are read in class, let the students theorize about possible causes and steps which might have prevented the accidents.
3. Ask the students how many think they are really alert all the time. Suggest they play a little game to see how alert they are, or who is the most alert. Use the "Defensive Driver Game" and time each child. The first one to take the test might monitor the next while the teacher times each student. Keep a record of the number of seconds required by each student, and let them make "I AM ALERT" badges if they do especially well.

Level V
LESSON 4

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

PERFORMANCE INDICATOR:
After conducting and discussing two experiments on light and color, the student will state the relationship between color and visibility.

CONTENT:
Pedestrian Safety — Human Capabilities

SUGGESTED APPLICATION:
Social studies, science

MATERIALS:
Bright lights.

Colored construction paper.

White paper and black coloring material (crayons, magic marker, etc.).

Facts from *School Safety*. (See Activity 4)

Transparencies of eyes. (Appendix, pages 15 and 33)

LEARNING ACTIVITIES:

1. Pass out copies of the two experiments (see page 8). Have the children read the experiments and do them individually or in teams. Discuss outcomes; use eye transparencies to illustrate discussion.

2. Discuss with the children:

    a. Why do you think golf balls are white?

    b. Why do you think hockey pucks are black?

    c. Why do you think safety patrol members wear white or fluorescent orange belts?

    d. Why are crosswalks on streets painted white?

    e. Why are so many taxicabs painted yellow.

3. Ask the children what time they feel is the most dangerous time of day and have them give reasons for their answers. The information below will help the teacher explain why the time after school until darkness is the most dangerous time for a pedestrian.

    Facts from *School Safety*, Sept. — Oct. 1965, pp. 16-18.

    More children are hit by cars during the four-hour period from 3 to 7 p.m. than during any other time of day. This is when children are going home from school. To be safe, a child must contrast or stand out from the background. A pedestrian dressed in white can be seen four times as far as one dressed in black clothing. Children should wear bright colored raincoats and boots. On snowy days, children should wear dark colors that contrast against the snow.

RELATED ACTIVITY:
Read to the class the story on "Earnie the Ermine" from *School Safety* (Appendix, page 13-14). It tells how animal camouflage helps animals protect themselves. Have the children bring in articles or do research on animal camouflage, and then contrast this to what we should do when we dress in appropriate colors according to the weather.

EXPERIMENTS WITH LIGHT*

1. Light or dark adaptation:
   Light adaptation is the ability of the eye to adjust to light whereas dark adaptation is the ability of the eye to adjust to darkness.

   The class should be divided into teams. Have one member of the team face a bright light for a few seconds. Have the children notice how small his pupils become. Then have him cover his eyes with his hand for about 30 seconds. Have him remove his hand and the children can see how the pupils have grown in size. The iris of the eye closes up in bright light to prevent too much light from entering the eye. When it is dark, the iris opens up again to let in more light. But it takes a little time for this process to happen each time, and that is why a person is temporarily blinded by too little or too much light, especially if the change is sudden.

2. How we see color:
   Have one of the children look straight ahead and then have someone hold a sheet of colored paper at arm's length at the side of his body. Ask him if he can see what color or shape the paper is? Have the person slowly swing the paper forward until it is directly in front of the first student's eyes. Ask if he can see its color now?

   Tell the student when the paper was at his side, he was seeing it with the rods, which can distinguish light and dark, but are insensitive to color. When the paper was in front of him, he was seeing it with the color sensitive cones so he was able to distinguish the color.

Have the student hold his hand at arm's length out to his side so that he can see his palm, but not his fingers, while looking straight ahead. Now have him wiggle his fingers. He should be able to see this motion. Although the rods are not sensitive to color, they detect movement.

The cones work best when there is plenty of light. When there is not enough light, the rods begin to take over. At twilight or dusk, the world seems to lose its brilliant color and everything turns gray. The first color that seems to fade is red. Green stays the longest. The colors are still there, but your vision of them is not.

*(*School Safety*, Sept.-Oct., 1965, pp. 16-18)

Level V
LESSON 5

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the role of visual perception in pedestrian safety.

PERFORMANCE INDICATOR:
The students will list two reasons each why weather and time of day affect both drivers and pedestrians. The students will be able to list three clothing alterations which can help drivers see the pedestrian.

CONTENT:
Pedestrian Safety — Environmental Setting, Human Capabilities

SUGGESTED APPLICATION:
Social studies, science

MATERIALS:
Facts from *School Safety*. (See page 7)

Tagboard.

Bright Lights.

Colored construction paper.

White paper and black coloring materials (crayons or magic markers).

LEARNING ACTIVITIES:

1. Review a previous exercise by asking the children when they think is the most dangerous time of day. Have them give reasons. Note that the most dangerous time of day is twilight and after school.

2. Ask the children how they think weather affects a driver's ability.

   How many have been in a car that has skidded because the driver tried to stop too suddenly on wet pavement?

   Ask children what conditions (e.g., dirty headlights) in a car hamper a driver from seeing them (See facts from *School Safety*, page 7.)

RELATED ACTIVITIES:

1. Blind Spot Tests
   a. An experiment for eye dominance might also show the idea of blind spot. Have the children tear a hole in a piece of paper (9 x 12 or so) and focus on a large object such as the clock. Have them close their left eye and see if they can still see the object. Repeat with the right eye. When one eye is closed, they will not be able to see it (usually the right eye).
   b. Have the student place two fairly large dots about 5" apart on a piece of paper. He should hold the paper at arm's length straight in front of himself. Have him close his left eye and look steadily at the left-hand dot. He should move the paper slowly toward his face. The right-hand dot will disappear when its image falls on the blind spot.

2. Divide the class into teams of two each and give each team a 12" by 2" strip of tagboard or light weight cardboard. Then have them mark the board off into six two-inch-long sections and label each section with the numbers one to six.

   Have one member of the pair hold the strip of tagboard at the top while his teammate holds his hand an inch below the strip. There should be a one-inch space between the second child's thumb and fingers.

   The person holding the tagboard strip should let it drop without warning; his teammate should grab it as fast as possible with his one hand. The numbered section where the pupil grasps the card shows his reaction time score.

   Now have the other team member try it. Can the children's reaction to the stimulus become quicker and quicker with practice?

   A discussion will show that the eye sees the tagboard strip start to fall; it relays that message to the brain which in turn relays it to the fingers where the motor response to the visual stimulus takes place. It is this relay action that accounts for the delay in response, however slight.

WHAT A DRIVER SEES

A driver may not be able to see well due to dirty windshields, improperly operating windshield wipers, inefficient or dirty headlights, headlight glare, fatigue, very congested traffic, neon signs, road markers, billboards, or other distractions.

On a clear road, a driver can see 250 or 275 feet ahead of him.

If a car is approaching from the opposite direction, a driver can only see 150 to 175 feet ahead of him.

As another car passes, a driver can only see 90 to 100 feet ahead of him.

After looking into approaching headlights at 40 mph, a driver may travel 200 feet before he can see easily.

A driver may need eye glasses.

Level V
LESSON 6

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of how mental alertness and emotions affect pedestrian safety.

PERFORMANCE INDICATOR:
The student will list two reasons why emotions affect drivers and pedestrians.

CONTENT:
Pedestrian Safety — Human and Vehicle Capabilities

SUGGESTED APPLICATION
Health

MATERIALS:
Story, "That Kind of Day." (See page 12)

Story, "John's Safety Trip." (Appendix, page 34)

LEARNING ACTIVITIES:

1. Discuss how children feel when something special is happening. Ask a question like, "Do you notice that when you're excited about something like a birthday party or holiday, that you're not as careful as usual?"

2. Refer to the story about John's trip to school. Discuss with the children why John made so many safety mistakes? Call their attention to the fact that when they're excited about something, like Halloween, Christmas, a birthday party, or a little league game, they don't pay as close attention as they should to their walking patterns.

   This will make the children aware that how people feel affects their actions.

3. Have the children discuss accidents they almost had because they weren't as alert as they should have been.

4. Bring the family into the situation by asking if more things seem to go wrong when mother's in a hurry to prepare a dinner for company and clean the house or dad is late for work.

5. Read the story, "That Kind of Day" and have the children finish it with their own endings. They can hand these in to the teacher, read them to the rest of the class, or display them on the bulletin board.

RELATED ACTIVITIES:

1. Review the visual perception and reaction time tests from Lesson 5, page 9.

2. Ask the children what they think an automobile driver sees and how this affects his or her driving. Ask what conditions might affect the driver's ability to see. (See page 12) Since a driver can't always see a child, it might be a good idea for a child to look more than once when crossing a street. The following experiment might show why this is true. (A ditto of this could be prepared.)

   Place two numbers 3 inches apart on a sheet of paper. See below:

   2 ←——————— 3" ———————→ 4

   Hold this page about 10 inches from your face. Now, close your right eye and hold your hand over it. Stare at the 4. Start moving the page closer to your face. The 2 which you could see when you first looked at the page will suddenly disappear. It will appear again, of course, if you open both eyes or look at it. Suppose something like this had happened at an intersection just when you were ready to cross the street.

   If the 2 was a car heading straight for the spot where you're going to cross the street, you might step right into a serious accident. If your vision was partly obstructed or was fixed on some other car or object you might never see the speeding car bearing down on you — but you'd soon feel it!

3. Another idea to bring in here is that drivers often have blind spots. An experiment used to show eye dominance might be useful here. Have the children tear a hole in a piece of paper (9 x 12) and focus, through this hole, on a large object such as the classroom's clock. Have them close their left eye and see if they can still see the object. Repeat by having them close their right eye. When one eye is closed (usually the right eye), the children will not be able to see the object through the hole in the paper.

THAT KIND OF A DAY

It was that kind of day.

A giggly day.

Just about anything anybody did or said seemed funny. It had started during first period math class when Larry got his words twisted trying to explain how he worked out a problem. The rest of the class did their best to keep the snickers quiet.

That's the way it was throughout the school day. And then everybody let loose with laughter after school when Billy Harkins yelled, "Look out for the motorcycle!" at a surprised patrol boy. The boy jumped and was angry when he discovered the only thing menacing him was a tail-wagging puppy bouncing toward him.

Billy took off running, as did his friend Larry and the twins, Sharon and Karen, who were walking with the boys.

When Billy tripped over a bush, they all laughed so hard they had tears streaming down their faces.

Of course, it was not exactly an accident. Larry had purposely distracted Billy's attention for a second, and that was all it took.

Billy jumped to his feet and started after Larry. As he did so he brushed the twins and knocked the books from Karen's arms.

When Billy finally caught up with Larry, they playfully sparred around until they noticed Sharon helping Karen pick up and dry off her books, which had fallen into a big puddle of water. The boys roared. It was a funny sight to them.

The twins, however, didn't see the humor in the situation. But when the boys volunteered to carry the two girls' books the rest of the way home, the smiles returned to their faces.

It was happy time again.

It was, that is, until Billy and Larry started playing catch with Sharon's geography book.

"Hey, cut it out!" she pleaded.

"We won't hurt it," Billy laughed as he said it.

"Much!" Larry added.

With that, Larry tossed the book high and hard over Billy's head. It landed on the roof of a car parked at the nearby curb, slid across and dropped off into the street.

Karen started toward the spot where the book had landed, hoping she could beat Larry who was also racing toward the book. Sharon, too, made a dash for the book thinking she might retrieve it before Larry could snatch it up and continued teasing her twin sister, Karen.

Billy had fallen when he leaped to try to reach the book as it sailed over his head. He has twisted his ankle and was out of the race for the book.

As he raised up his elbows, he glimpsed a speeding car bearing down on the spot where the book lay in the street.

To the teacher:

All children, and many adults, have giggly days. Often they are a release of tension or a reaction to boredom. Giggly days can be safe emotional outlets it they don't get out of hand; if the gigles are channeled in constructive ways.

In this story, of course, the gigglers run amuck until a cliff-hanger climax is reached. But the end of the story is not simply whether or not the children are struck by the car. The end should include the youngsters' realizations of the behavior that put them in the dangerous stituation.

Turn your class loose to write their own versions of the end of this story. Then after that have a class discussion about horseplay and the trouble it can lead to for everyone involved.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students know the precautions to take to minimize the possiblity of being molested.

PERFORMANCE INDICATOR:
Given a story, the children will identify the dangerous situations that are described in the story.

CONTENT:
Pedestrian Safety — Human Capabilities

SUGGESTED APPLICATION:
Language arts

MATERIALS:
Story, "On the Way." (Appendix, page 35)

LEARNING ACTIVITIES:
Children should know proper procedure for reporting suspicious looking people. They should always report any stranger asking them to go somewhere to a teacher, the principal, police officer, or parent.

Children should realize they should never ask for rides from stangers.

Children should also report seeing incidents of other children being invited into strangers' cars. The reporter should try to obtain the license number, make and color of the car, a description of the driver and any other pertinent information and report this to authorities immediately.

1. After the discussion, pass out the story, "On the Way," and let the children read it silently.
2. After the children finish reading, the teacher may want to discuss some of the problems the boys had.
    a. Why was Brian so concerned about getting home? (If he didn't get home, he wouldn't get any dinner.)
    b. Did any of the boys have an accurate way of telling time? (No.)
    c. How did they have an idea of what time it was? (They could see the sun setting.)
    d. Why didn't the boys play at the school playground? (Little children would bother them.)
    e. Were the boys far from home? (About two miles.)
    f. What happened to Terry? (He hitchhiked and was left in a cornfield.)
    g. Why was Robert French lucky? (One of the teenage boys who was pursuing him tripped and hurt his leg.)
    h. Should children be aware of women strangers? (Yes.)
    i. What happened in the park? (A little girl was almost kidnapped.)
    j. Did the boys get home on time? (Yes.)
3. Discuss the story, and then let the class think of another name for it.
4. Ask if these were dangerous or unsafe actions the boys took.
5. Ask the children what three lessons can be learned from this story? The children should answer with the following: Never ride with a stranger. Give yourself plenty of time. Don't run or hurry when crossing streets.

RELATED ACTIVITIES:
1. The children may want to illustrate some of the scenes in the story.
2. The children may want to rewrite the story as a play.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsibile individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

PERFORMANCE INDICATOR:
Through the study of bicycle history and the types of bicycles as well as their parts, the student will describe the specific purposes of the modern bicycle and desribe the major equipment parts.

CONTENT:
Bicycle safety — Vehicle Capabilities

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Copies of "History of the Bicycle." (Appendix, pages 36-37)

Pictures of bicycles popular at various times in history, including styles of today. (Pages 6-16, *Oregon Bicycle Rules of the Road)*

Transparencies or pictures of different kinds of bicycles. (Teacher to provide).

LEARNING ACTIVITIES:
Students should learn to respect their bicycles as things of value that will serve them for a long time if they understand them. The bicycle is not new or unique.

1. Have students review Chapter 3, *Oregon Bicycle Rules of the Road.*
2. Children can have an opportunity to do some research on various kinds of bicycles that have been popular since the first one was invented. They can examine pictures of various types of bicycles and compare their features. This should include such things as safety features (and comparative need for them), and comfort features. Assign sections of "History of the Bicycle" to the students to read and to report on to the class. Other students may do research in an encyclopedia or the library to find additional information about the various bicycles popular throughout history.*
3. Using overhead transparencies or pictures of the different kinds of bicycles, the class can compare the various parts and features from the pictures. They will be able to point out the features of their own bicycles, and this may bring out any deficiencies in their bicycle equipment.

RELATED ACTIVITY:
Students will enjoy reading stories about bicycles of the past. Compile a list of bicycle stories in student readers.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

PERFORMANCE INDICATOR:
Given the qualities of a bicycle in good repair, a student will be able to locate ten bicycle parts and describe the proper condition for each.

CONTENT:
Bicycle Safety — Vehicle Capabilities

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Transparency and ditto sheets of parts of the bicycle with parts labeled. (Page 22 of *Oregon Bicycle Rules of the Road*)

Ditto sheets of parts of the bicycle with parts unlabeled. (Page 21 of *Oregon Bicycle Rules of the Road*)

Bicycle Safety Check List. (Appendix, page 38)

LEARNING ACTIVITIES:

1. Have students read pages 17-22, *Oregon Bicycle Rules of the Road*, noting the name of each bicycle part.
2. Use the transparency of the parts of a bike. Discuss with the class the various parts of the bike or have some students lead the discussion. Also, discuss what condition the children feel these parts should be in (e.g., the headlight should be clean) and why. Mention that a bike should be checked monthly to make sure that it's in good condition. (See page 18.)
3. Pass out copies of parts of the bike and tell the children they should keep them. Also, pass out copies of the Bicycle Safety List and discuss.
4. Mention that the children should study their dittos, and that at some future time, they will be tested to see if they can locate the different parts of their bicycles and describe the proper condition for each.
5. In about a week, pass out the bicycle dittos without parts labeled, and have the children name the parts and indicate in writing the proper condition for each.

RELATED ACTIVITIES:

1. Have the children bring their bikes to the classroom and show the class the different parts of their bikes and tell how they checked to make sure the parts were in good repair.
2. Make a bulletin board labeling the parts of a bike.
3. Have an actual bicycle inspection at school.
4. Have the children check the condition of their bicycles when they go home.
5. After doing this lesson and the one on proper bicycle fit, have the children write letters to their parents telling them why proper bike size and keeping a bike in good repair are important to their safety.
6. Have a bicycle dealer or manufacturer's representative come to the class and talk about buying a bike of the right size and keeping it in good repair.
7. Take the children on a field trip to a bicycle repair shop or bicycle factory to see bicycles being repaired or put together.

PROPER BICYCLE CONDITION*

A bicycle must be mechanically safe. Bearings should be cleaned and repacked once a year with cup grease or a lubricant recommended by the manufacturer. The chain should be removed and thoroughly cleaned in solvent (out of doors). Light motor oil is a satisfactory chain lubricant. The handlebars, grips, seat and pedals should be kept tight and adjustments and replacements made when necessary. The chain and sprocket must be guarded to avoid catching clothing. Tires should be checked weekly for proper inflation and possible damage. Inflation pressures are usually listed on the tire sidewall. Balloon type tires (as on a middleweight bike) take about 22 pounds of pressure; lightweight tires will range in pressure from 50 to 80 pounds. Correct inflation is especially important with lightweight bikes. The owners manual or the dealer can supply this information if there's any doubt. The bike must have a brake that takes hold quickly and makes the rear wheel skid on a dry, clean, level pavement. The arm of the coaster braker must be firmly attached to the frame; otherwise braking power is lost. The brake pads on bikes equipped with caliper type rim brakes should be inspected weekly for wear and proper positioning. Brake cables should be checked for wear, fraying and binding. Caliper brakes lose their efficiency when wet. Extreme caution must be used when riding in wet weather or in areas where heavy dew or puddles might wet the pads and rims.

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*from the National Safety Council

The bicycle must be equipped with a bell or horn (not siren) capable of giving a signal audible for at least 100 feet. If the bike is to be driven at night, it must have a headlight that projects a white beam visible from at least 500 feet, and a red reflector on the rear visible from at least 300 feet. Reflectorized tape may be used for supplemental nighttime protection, but only in addition to the required headlight and red reflector. If tape is used, only red is permitted on the rear, and white or silver on the front forks or handlebars. The rotary motion of the pedals tends to attract motorists' attention and offers additional protection from the side. It is also strongly recommended that the cyclist wear white or light colored clothing when riding at dusk or night.

Where required, bicycle licenses must be on the bike at all times. They should be firmly affixed in the prescribed place and kept clean. Licensing of bikes helps identify those that have been lost of stolen. In combination with an inspection program, licensing helps to insure mechanically sound and properly equipped bikes.

Level V
LESSON 10

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.

PERFORMANCE INDICATOR:
After a study of *Oregon Bicycle Rules of the Road* and related sources, the student will compose a list of at least ten rules which are important to bicycle safety.

CONTENT:
Bicycle Safety — Regulators

SUGGESTED APPLICATION:
Social studies, art

MATERIALS:
Copies of bicycle rule booklets. (See page 19)

Oregon Bicycle Rules of the Road

Film, "One Got Fat." (See page iii)

Construction paper.

Tagboard. (Optional)

LEARNING ACTIVITIES:
As the information and different materials gathered by the children are brought in, the teacher should store them in one place. Have the children work individually or in groups to develop lists of rules for bicycle riders and then illustrate one of these rules on a 9 x 12-inch sheet of construction paper.

RELATED ACTIVITIES:

1. Discuss the class why regulators are necessary in all aspects of group living.
2. As a group, compose a list of rules the children consider most important. Put this on a large piece of tagboard or poster board. Display this somewhere in the classroom or hall. Use it as the center of a bulletin board display using illustrations by the students for the remaining space. Have students check their list with the rules and laws explained in *Oregon Bicycle Rules of the Road.**
3. Have a member of the local police department come in and tell the children about their community's bicycle rules and ordinances.
4. Bring in newspaper clippings of bicycle accidents which occurred and try to determine if the child was not following a bicycle rule.
5. Show the film, "One Got Fat."
6. Have each child draw a picture of at least one traffic violation. Make these drawings into transparencies and have the class discuss what rule is being violated in each picture. These pictures might also be displayed on a bulletin board or prominent place in the room. An envelope could be placed under the picture, and the children could make a list of rules they feel were being disobeyed in each picture and leave the lists in the envelope for the artist or teacher to check.
7. Pantomime: What rule am I showing?

RESOURCE BOOKLETS FOR TEACHERS
"Bicycle Safety in Action"
National Commission on Safety Education
National Education Association
1201 Sixteenth St. NW
Washington, DC 20036

This booklet offers suggestions for planning a bicycle safety program and discusses various aspects of the program such as skill tests. It also has information on criteria for selecting a bike, traffic signs, hand signals, bicycle parts and bicycle care and certain general bicycle riding rules.

"Hi Bike Pilots"
Safety Department
Allstate Insurance Company
Write to the Company office nearest you.

This is a four-page handout with the parts of a bicycle, bicycle rules and a bicycle inspection check list.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

Level V
LESSON 11

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsibile individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.

PERFORMANCE INDICATOR:
Given a blank traffic sign, the student will fill in the appropriate color and words.

CONTENT:
Bicycle Safety — Regulators

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Transparencies of traffic signs. (Appendix, pages 68 and 72)

Ditto of blank traffic signs. (Appendix, page 40)

Story, "Shortcut to Eternity — Almost." (Appendix, page 39)

Illustrations of pavement markings. (Pages 41-44, *Oregon Bicycle Rules of the Road*)

Transparency of proper signaling procedures. (Appendix, page 41)

LEARNING ACTIVITIES:

1. Show the transparencies of traffic signs. Ask the children if they can identify the various signs and tell you what each sign means. Chances are, most of the children will recognize these signs from previous teaching. Pass out the ditto of street signs without the sign name and have the children color in the sign, including the signs usual message. For example, if stop signs are red in your area, the children will color the stop sign red and letter the word STOP in the appropriate color letters.

2. If the class doesn't seem able to recognize the signs, do not pass out the ditto of street signs without names; have the class read pages 34-40, *Oregon Bicycle Rules of the Road*, which explain what each sign is and what it's used for. The transparency can be left up during this time and the proper sign pointed to while reading about it.

3. Pass out ditto of blank sign and have students draw wordless cartoon pictures. Call on a neighboring class to judge pictures for display on hall bulletin board.

4. Review page 53 of *Oregon Bicycle Rules of the Road*. Then show the transparency of turn signals. The children can practice them with you. Signaling intention to turn, slow down, or stop gives the motorist behind, as well as one approaching, an opportunity to anticipate the cyclist's movement. The cyclist should signal well in advance, so that both hands are on the handlebars when the turn is made. (Turn signals are one type of road signs.) Instead of a transparency, have a student demonstrate them for the class.

Have students illustrate and label various pavement markings as shown in *Oregon Bicycle Rules of the Road*, pages 41-44.*

BICYCLE TIME

When spring comes round
It sure gets warm
The bees they buzz
The flies they swarm
It's bicycle time
Be careful now
Watch for the cars
Please make that vow.

BICYCLE SAFETY SONG
(To tune of "A Bicycle Built for Two")

Pe-dal push-ers, bikes can be lots of fun
But ride a-lone when out for a spin you've spun,
Remember that riding double
Can only bring you trouble —
If stopped or bumped,
One guy gets dumped
'Cause your bicycle's built for one!

Bicycles are and will continue to be an important part of a child's life. By 1980, the U.S. Department of Interior has projected a 32% increase in the number of bicycles on the street. At present there are about 67 million bikes, or 2 bikes for every 3 cars.

It is very important that children realize bicycles are not toys, but are vehicles and should be driven, not just ridden. Children should observe and obey all traffic signs, signals, and other control devices. Unless there are special ordinances, bicycles legally are considered vehicles and must obey all applicable state and local laws.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

Very little is known about the circumstances of *bicycle accidents. However, it is known that males* accounted for ten times as many accidents as females; half of the male fatalities were children between the ages of 10 and 14.

Most accidents occur between the months of April and September. Also, accidents occur most frequently on Saturdays and during the p.m. hours.

Only 20% are caused by mechanical failure. In 33% of all cases, the bicyclist struck a motor vehicle and in 80% of the accidents, the bicyclist was violating a rule of the road. The most common traffic violations were:

1. Riding in the middle of the street.
2. Failure to yield the right of way. (In most cases the cyclist didn't see the car; in some cases the cyclist intentionally infringed on the motorist's right of way.)
3. Riding too fast for conditions.
4. Disregard of traffic signs or signals.
5. Riding against the flow of traffic.
6. Improper turning.

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when driving a bicycle.
COMPETENCY: (Course Goal)	Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
Students will demonstrate good bicycle riding skills for younger children and help them manipulate a testing course. They will identify errors and lack of skills in younger bicycle riders and help them correct such errors.

CONTENT:
Bicycle Safety — Human Capabilities

MATERIALS:
See Level IV, Lesson 10 (pages 21-23) for list of materials, instructions and tests.

Signs and marks selected by the students for the bicycle testing program.

Copy of bicycle inspection check list. (Appendix, 38)

List of skills being tested.

"Safe Driver" bicycle stickers for students who have completed the test successfully. (See page iii)

Oregon Bicycle Rules of the Road.

Parents who are willing to help.

LEARNING ACTIVITIES:
Students will recognize that faculty and children have respect for them and their judgment if they are permitted to assume much of the responsibility for carrying out a bicycle testing program for younger children. As we have often noticed, children will make an effort to live up to our expectations of them. Very often younger children try to pattern themsleves after certain older children in school. Fifth graders will take pride in playing an important role in the bicycle testing program. They must, of course, be cautioned against being officious. They should be as kind and helpful as possible with the younger children.

Each member of the class should be given a description of just what his or her responsibilities will be during the bicycle testing. The class should have the course set up prior to the arrival of the first group of children on the course for testing.

Students can refer to *Oregon Bicycle Rules of the Road* for descriptions of proper bicycle equipment and practices.

RELATED ACTIVITY:
After the testing program has been completed, the class might request reactions from teachers and other classes in the building. They might evaluate the program in the discussion period and make notes for improvement the following year.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

PERFORMANCE INDICATOR:
Given charts, the students will graph a series of statistics that show where and when most accidents occur.

CONTENT:
Bicycle Safety — Environmental Settings

SUGGESTED APPLICATION:
Math (graphing information)

MATERIALS:
Tables from National Safety Council Research Department, "Bicycle Accidents to School Aged Children." (Appendix, pages 42-47)

Graph paper with large squares (or plain paper if graph paper is not available).

Colored pencils or crayons. (Optional)

LEARNING ACTIVITIES:

1. Pass out copies of one of the charts to the students and help them interpret it. For example, with Table 1, ask questions such as:

   a. How many accidents occurred during this year? (3,095)

   b. What type of accident occurred most frequently? (Falls)

   c. In what month did the most accidents occur in which bicycles hit bicycles? (July)

   d. In which month did the most accidents occur? (July)

   Explain that a chart of this type can give much information about what types of accidents occur most frequently and when they occur. However, this type of information could also be displayed pictorially and in that manner might be easier to see. The teacher would then have the class pick which information it feels is most important and then show the class how to put the information into a bar graph.

2. After setting up one example, pass out other tables to individuals or groups and have them prepare similar graphs. Since only one variable can be considered on one graph, the teacher might have 12 different students work on one table, each one making a graph for one month. The teacher could make these into transparencies to show pictorially on the overhead projector when the most accidents occur.

RELATED ACTIVITIES:

1. The children could do research to see if they can find other statistics on bicycle safety and compare them to this particular data.

2. The children could either establish a committee or as a class call, write, or visit the local police department and see if the police department keeps records of bicycle accidents. If it does, the children could ask for the statistics and compare accidents in their area, through graphs, with accidents on the national level.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the inherent dangers of riding in or on a motor vehicle.

PERFORMANCE INDICATOR:
Given newspaper clippings on auto accidents, the children will be able to state rules which were not followed.

CONTENT:
Vehicle Passenger Safety — Human Capabilities

SUGGESTED APPLICATION:
Language arts, social studies

MATERIALS:
Newspaper clippings. (Students collect)

List of rules. (Appendix, page 48)

Articles on safety belts. (Appendix, page 48)

Film, "UFO — Unrestrained Flying Objects." (See page iii)

LEARNING ACTIVITIES:

1. For a week or two before this lesson, have the children skim the daily newspapers and bring in articles about car accidents. You can then skim these articles to see which ones best illustrate accidents or injuries caused because children or adults didn't follow safety rules.

2. Once the clippings are ready, pass out a list of rules of good behavior in a car. Discuss why each of these rules is important. After the discussion is finished, divide the class into groups and give five or six clippings to each group. Have the children, or each group, read the articles and see what rules they can find that have not been followed.

3. After the group work, have the children list on the board the number of injuries due, for instance, to not wearing seat belts, or because children were "horsing around."

RELATED ACTIVITIES:

1. Read to the children or make copies of the article, "The Safety Belt", about various injuries or deaths caused because children did not wear seat belts.

2. Read the story, "Who Needs the Silly Things?" to the class. (Story in Lesson 17; Appendix, page 51)

3. Show the film, "UFO — Unrestrained Flying Objects" in which the effects of not wearing seat belts are shown.

4. Have the children draw posters about not wearing seat belts or other improper passenger behavior.

5. Have the children write a short history of the safety belt.

6. Discuss other safety features in car (e.g., safety glass) or safety features major car manufacturers are trying to create (e.g., the balloon in the dashboard which will inflate in an accident).

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

PERFORMANCE INDICATOR:
After studying rules for riding the school bus and for emergencies, the student will demonstrate proper application of them.

CONTENT:
School Bus Safety — Human Capabilities and Environmental Setting

MATERIALS:
Transparency, Code of Behavior on School Buses. (Appendix, page 52)

Transparency, Emergency Rules. (Appendix, page 52)

Article, "The School Bus." (Appendix, page 53)

Booklet, "Join the School Bus Safety Team." (See page iii)

LEARNING ACTIVITIES:
In some school areas students ride on buses only when they go on a field trip. Since a field trip is an outing, they often forget to be considerate of others during the bus ride. They should recognize important facts about being passengers on a bus.

1. Discuss the need for various school bus rules. To whom is the noise factor especially important? Why? What dangers are involved in fooling around at the bus stop while waiting for the bus to arrive?

   Why is it important to leave home in plenty of time, so you won't be late for the bus? Why do bus drivers insist on having all students seated when the bus is in motion?

   Why is the aisle an extremely poor place for books, lunch boxes, etc.?

   Why do all buses stop (and usually open the door) before crossing a railroad track?

   What special services might be rendered by school bus patrols?

   Why do bus drivers insist that boys and girls keep all parts of their bodies inside the bus at all times?

   What special precautions should be taken when you alight from the bus?

2. Use transparencies of school bus rules and emergency procedures. Discuss all the rules with the children and why these rules are important. Pass out copies of each list to each child.

3. Have the children form two or four groups. Have the groups pick either the topic of school bus rules or school bus emergency procedures and have them compose skits which will demonstrate either proper or improper use of these rules.

RELATED ACTIVITIES:
1. Read "The School Bus" to the class or have the class read it and discuss it.
2. Distribute copies of *Join the School Bus Safety Team*. This is a cartoon booklet which deals with all aspects of school bus safety. Discuss their reactions to information.
3. Ask mothers to volunteer during the first few weeks in the fall to help load and unload the bus.
4. Visit school bus loading zones. Demonstrate and practice proper boarding procedures.
5. Keep records of school bus rules which are violated.
6. Send home a copy of the school bus rules for the parents to read.

SCHOOL BUS SAFETY*

The following is a tragic, but typical scene. The morning is early; the family is late in getting up; the school bus is due at the corner in 10 minutes. Bobby wheels out of bed, pulls on his clothes, inhales a piece of toast, and, with jam still on his face, runs out of the house to meet the bus. He sees it at the corner as the last few students are boarding. Maybe he can still make it. Bobby runs on all cylinders to catch the bus as it is rolling away. Without thinking, he darts in front of the vehicle; the driver doesn't see him; and Bobby is struck down by several tons of steel and rubber.

Picture another situation. Mr. Cooper has driven school buses for years with a perfect safety record. One afternoon he picks up a group of unusually

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**School Safety*, a publication of the National Safety Council, November-December, 1968 rambunctious children and starts on his route to deliver them to their respective blocks. He approaches the railroad tracks, stops, opens his door and window, then starts across. Suddenly, as if from nowhere, a streamliner plows into his bus killing or injuring many of its occupants. The reason? Mr. Cooper couldn't hear the approaching train due to the deafening roar of children's voices behind him. Pathetic? Yes. Unavoidable? No.

Youngsters also need to be shown how to evacuate a bus in an emergency. In Mountain Lake Park, Maryland, seven children were killed because they panicked when their bus stalled on railroad tracks. They jammed the front door instead of using the rear emergency door as they should have done. Make sure your students know how to exit through the emergency door in the back instead of crowding to the front and getting trapped.

VIOLATIONS OF SCHOOL BUS RULES

A recent study of pupil misbehavior problems which occur on school buses revealed some of the following misdemeanors. Children:

1. Damage the school bus, such as cutting seats, marking on bus, etc.
2. Will not obey monitor or patrol on duty in the bus.
3. Steal from each other.
4. Throw objects from the bus.
5. Use intoxicating liquor or bring it on the bus.
6. Tamper with safety controls on bus, such as emergency door.
7. Put hand and/or head out of the window.
8. Throw refuse on the floor such as paper, apple cores, soft drink bottles, etc.
9. Do not obey instructions of the driver.
10. Make an exit by jumping out the rear emergency door.

TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS, 4-6
LEVEL : VI

TABLE OF CONTENTS

PROGRAM GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible individuals when participating in traffic as pedestrians.	Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.	1 2	1 3
	Students will be able to demonstrate an understanding of the role of visual perception in pedestrian safety.	3	5
Students will be able to function as responsible individuals when driving a bicycle.	Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.	4	7
	Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.	5	9
	Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.	6 7	11 13
	Students will be able to demonstrate an understanding of the proper rules and techniques for using bicycle paths and lanes.	8	15
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Students will be able to demonstrate an understanding of the inherent danager of riding in or on a motor vehicle.	9	17

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Films and Source	Books and Source	Other Materials
2		*A Teacher's Guide for the Safest Route to School.* Auto Club of Oregon Safety Department 600 SW Market Street Portland, OR 97201 (or contact your local AAA office)	Map of school area, showing patrol posts. Teacher or students can make. See Level IV Lesson 5.
9	"Safety Belt for Susie" (Charles Cahill and Assoc., Inc., 11 min., Color, 1963) AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywood, CA 90028		

Level VI
LESSON 1

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
After a discussion of the importance of safety patrols, each pupil will be able to state five safety rules which are frequently violated.

CONTENT:
Pedestrian Safety — Human Capabilities

SUGGESTED APPLICATION:
Social studies

MATERIALS:
List, "Safety Rule Violations." (See page 1)

Test of Knowledge of School Patrol Practices. (Appendix, page 28)

Paper and pencils.

LEARNING ACTIVITIES:

1. Ask the children if there are any safety patrols at the intersections where they cross on their way to school. Ask why they feel patrols are located at certain intersections.

2. Ask how many children have older brothers and sisters who have served as patrol members. What are some of the things they have mentioned to the sixth grader concerning patrols? Have patrol responsibilities such as getting up earlier in the morning been a nuisance? Did the older child ever complain about standing on a corner for 15 to 20 minutes in cold weather?

3. From previous discussions, ask if the children remember some poor safety practices that might cause a patrol to report a child. List these on the board or on an overhead projector and discuss why it is important that none of these rules be violated. Erase the board or turn off the projector and ask each child to list at least five of the previously mentioned violations. Collect the papers in a very short period of time (3 minutes or so) or make it a game so the first finished stands, and the rest of the children stand as they finish until a majority of the class is standing.

RELATED ACTIVITIES:

1. Have a safety patrol member come to the class and discuss a particular safety problem or patrol responsibilities.

2. Have the children do research and write a short history of the safety patrol.

3. Have the children draw pictures of the "ideal" safety patrol.

4. Have a member of the class attend a patrol meeting (if possible) and report to the class what happened at the meeting.

5. Make posters illustrating how children can help the members of the safety patrol.

6. Have the children take the test of knowledge of school safety patrol practices and check themselves in regard to their knowledge of patrol responsibilities. Discuss some of the good practices a patrol member should follow. (See page 2.)

SAFETY RULE VIOLATIONS

1. Failing to obey the patrol.
2. Crossing the street between intersections.
3. Crossing diagonally at the intersections.
4. Running across the street.
5. Crossing the street against the red light.
6. Failing to watch for approaching traffic before crossing.
7. Playing in the street.
8. Riding a bicycle other than at the right-hand edge of the pavement.
9. Riding more than one on a bicycle.
10. Riding bicycle through a "Stop" sign or signal.
11. Riding on the fender, running board, or outside of a motor vehicle.
12. Hitching rides on automobiles or trucks.
13. Riding bicycle or skating in improper places.

GOOD PRACTICES FOR THE PATROL MEMBER

1. Be prompt, king, neat, courteous, and fair.
2. Be responsible and attend strictly to business while on duty.
3. Have a knowledge of good safety habits.

Level VI
LESSON 2

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper pedestrian use of sidewalks and roadways.

PERFORMANCE INDICATOR:
Given the use of an area map, the student will determine the need for a school safety patrol and will identify responsibilities of patrol members and students.

CONTENTS:
Pedestrian Safety — Regulators

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Map of school area, showing patrol posts. (Make your own or assign this as a class project; see Level IV, Lesson 5.)

A Teachers Guide for the Safest Route to School. (See page iii)

Copy of Safety Patrol Pledge. (Appendix, page 31)

LEARNING ACTIVITIES:
Safety patrols are selected to serve at strategic places to help children cross streets safely. Students should understand that they have a definite responsibility to obey safety patrols, to show respect for them, and to set good examples for younger children. Those in the class who are safety patrol members should understand their duties and obligations in helping to safeguard the children who pass their posts.

1. Students may point out each corner at which there is a patrol stationed, using the map of the school area. Their discussion comments may point up a need for more patrol protection at certain corners or for patrols at places not presently covered by safety patrols.
2. Students in the class who are patrol members can demonstrate various signals used and refresh the memories of other students. Some of the members might also discuss each picture as it is shown.

RELATED ACTIVITIES:
1. Have the Safety Patrol Pledge read or placed on the overhead projector and analyzed by the class. Do patrols take it seriously? Do they practice all points of it conscientiously?
2. Have students take part in a panel discussion of mistakes made by patrols as well as by students.
3. Let the class suggest what steps patrols (and faculty) should take for offenders.
4. Have a police officer talk to the class about pedestrian safety.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the role of visual perception in pedestrian safety.

PERFORMANCE INDICATOR:
Having discussed the idea that weather affects safety conditions, the children will design a safety badge to wear.

CONTENT:
Pedestrian Safety — Environmental Setting, Human Capabilities

SUGGESTED APPLICATION:
Science, art

MATERIALS:
Paper and pencil.

Retro-reflective material and cardboard.

LEARNING ACTIVITIES:

1. Review the facts that the children have learned in previous lessons about appropriate clothing for different types of weather. Mention that although white or bright colors will help a driver see them better on dark, overcast days, or at night, a new material has been developed which, if they wear it, will help drivers see them even better than before.
2. Tell the children that they are going to design a safety badge that they think will help drivers see them better. When all the different badges are designed, the class can discuss why certain ones are better designs for safety and then vote to decide which one the entire class will make.
3. After the design has been chosen and a pattern made, have the children trace the pattern on a piece of sturdy cardboard and then have them cut retro-reflective material to stick on the cardboard base. These badges can then be pinned on the children's coats in a visible place.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

PERFORMANCE INDICATOR:
Through the study of bicycle history and the types of bicycles as well as their parts, the student will describe the specific purposes of the modern bicycle and describe the importance of properly maintaining the major equipment parts.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Bicycle Worksheets. (Appendix, pages 54-56)

"Fitting Your Bicycle Correctly." (Appendix, page 57)

"Bicycle Inspection." (Appendix, page 58)

"Proper Care and Maintenance of Your Bicycle." (Appendix, page 59)

"Design a Bike." (Appendix, page 60)

"Know Your Bicycle Laws." (Appendix, pages 61-62)

Bicycle Knowledge Test. (Appendix, page 63)

Oregon Bicycle Rules of the Road

LEARNING ACTIVITIES:

1. Students are assigned to read or review pages 3-30 of *Oregon Bicycle Rules of the Road* for a homework assignment as prepareation for the lesson.

2. Have students collect pictures of old fashioned bicycles to be placed on the bulletin board.

3. Discuss different types of bicycles. The students fill in the answers in the blank spaces on the worksheets as the discussion proceeds.

4. Using the *Oregon Bicycle Rules of the Road* (page 22) and the "Know Your Bicycle Laws," the student will be able to identify the required equipment a bicycle must have to operate on public streets and roads.*

5. Through illustrated pictures taken from the *Oregon Bicycle Rules of the Road* and the use of a properly maintained bicycle, the student will describe the importance of good preventative maintenance for the following items: hand brakes, pedals, handle bars, wheels and tires, chain, frame, kick stand and seat.*

6. Teacher leads discussion of bicycle maintenance factors using "Proper Care and Maintenance of Your Bicycle" and "Bicycle Inspection."

7. Have students describe the importance of good preventative maintenance for the following items:

   a. Hand brakes.

   b. Pedals.

   c. Handle bars.

   d. Wheels and Tires.

   e. Chain.

   f. Frame.

   g. Kick stand.

   h. Seat.

8. Using a bicycle in class, have students demonstrate the correct procedures for adjusting the seat and handle bars.

9. Give students a diagram of a stripped bicycle and have them construct and design a bicycle including all equipment.

10. Have the students conclude this unit by completing the bicycle knowledge test.

11. Have committees of students check local bicycle dealers to learn if they are selling properly equipped bicycles.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

NOTES TO TEACHER:
The following is included to increase the teacher effectiveness in conducting this unit.

1. The teacher should read *Oregon Bicycle Rules of the Road* and other bicycle safety related materials such as:
    a. *All About Bikes and Bicycling* by Max Alth, available from Hawthorne Press. This is generally regarded as the best available publication on the subject. ($4.95)
    b. *Bicycles: Safety Education Data Sheet No. 1* by the National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611 (approx. 10¢)
    c. *Bicycle Blue Book*, available from the Public Relations Department, The Goodyear Tire and Rubber Co., Akron, Ohio 44316 (Free).
    d. *Bicycling* and *Helpful Hints on Bicycle Care For Safer Riding*, both are available from The Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017 (Free).
2. Back issues of magazines such as *Life, Look, National Geographic, Saturday Evening Post* and *Popular Mechanics* are good sources to check for pictures of old or unique bicycles. Several periodical magazines dealing specifically with bicycles and bicycling may be available at local book stores or places where popular magazines are sold.

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when driving a bicycle.
COMPETENCY: (Course Goal)	Students will be able to demonstrate an understanding of the rules of the road for bicycle operation.

PERFORMANCE INDICATOR:
Given traffic signs, signals and pavement markings, the student will identify each, explaining its meaning as it applies to everyday traffic situations.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Worksheets. (Appendix, pages 64-76)

Transparencies of Intersections. (Appendix, page 77-80)

Review Test. (Appendix, pages 82-84)

Oregon Bicycle Rules of the Road.

LEARNING ACTIVITIES:
(1 and 2 to be completed before class.)

1. Read from *Oregon Bicycle Rules of the Road,* Chapter 2, pages having to do with signs, signals and markings.*
2. Answer questions on student worksheets, "Traffic Signs, Signals and Pavement Markings."
3. Using intersection transparencies the teacher is to lead a discussion in which individual students are called upon to identify the traffic signs, signals or markings corresponding to the numbered arrows. The student shall further describe the actions required on the part of the bicyclist to conform with the situations depicted on the transparencies.
4. A review test is provided which can serve as transparency master or a handout.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
The student will describe, in proper sequence, the steps for performing correct turning maneuvers and execute these maneuvers on paper.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Transparencies, Turning Maneuvers 1-5. (Appendix, pages 85-89)

Oregon Bicycle Rules of the Road.

LEARNING ACTIVITIES:

1. Students read or review Chapter 3, *Oregon Bicycle Rules of the Road*, prior to start of the lesson.*

2. Using transparencies of turning maneuvers, explain the proper maneuver for each situation. The following information may be hepful in class discussion.

   There are certain rules and regulations which must be obeyed when you wish to make a turn. This is necessary to prevent accidents and interference with other traffic.

   In a town or city, always give the proper signal 100 feet before you turn. This is about in the middle of the block. Outside of the town or city, the signal must be made 100 feet in advance of the turn.

   Stop Signal is made by extending the left arm and hand out and bending the elbow at a right angle with the hand pointed downward.

   Left Turn hand signal is made by extending the left arm out straight.

   Right Turn hand signal is made by extending the left arm out and bending the elbow at a right angle with the hand pointed up.

   Have students describe:

   a. the proper sequence for making a right turn with posted stop sign.

   b. the proper sequence for making a right turn with a yield sign posted.

   c. the proper sequence for making a left turn with a posted stop sign.

   d. the proper sequence for making a left turn at a four-way stop with crosswalks provided for pedestrian crossing.

   e. the proper sequence for making a left turn at traffic signal with crosswalks provided and "Don't Walk" and "Walk" signals.

3. In committees, the class can construct (chalk lines, tape, etc.) the following interesections and practice turning maneuvers by walking through the intersections. (If lines are made with tape an office chair could be pushed by a student and student in chair could give proper signals.)

   Given pictures of different intersections, diagram correct turning movements by:

   a. Drawing correct lane positioning,

   b. Communication (type of signal, how soon), and

   c. Path of travel for turning movement.

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*If your students were issued a personal copy of *Oregon Bicycle Rules of the Road* in a previous grade, and they have received bike safety instruction based on that manual, this learning activity may be omitted.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper techniques for operating a bicycle safely.

PERFORMANCE INDICATOR:
Each bicycle driver will:

Master various types of basic maneuvers.

Know the rules of safe bicycle driving.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Physical education

MATERIALS:
Bicycle Skill Test. (Appendix, pages 90-96)

Bicycle Rules of the Road Test. (Appendix, pages 97-99)

LEARNING ACTIVITIES:

1. This unit on bicycle safety is to be used for testing the students in performance and skill. In addition, each student's bicycle is to be checked to make sure that it is in safe operating condition.

   Laying-Out and Marking Course

   The course may be laid out on a playground. (The layout of the skill range is attached.)

   Markings may be made with dry white lime for easy recognition if the lawn is used. Markers for different locations on the course (obstacle test, i.e.) are small rubber cones; however, other markers such as plastic milk jugs may be used. Signs and signals used throughout the testing program may be built of standard size.

   Every effort should be made to avoid lost time in waiting for the completion of each performance and skill test. The test area is designed for a continuous flow of riders from one test to the next. Sufficient monitors should be located at each course to provide instructions (demonstration of skill through a pictured diagram) and to give assistance when necessary.

   Performance and Skill Tests

   The reason for each test and its practical application to road situations should be explained to each student group (individual classes within school setting) prior to the test and it should be demonstrated correctly through a pictured diagram. This is done to show the tests practical value, rather than as some trick or stunt that, once tested, will be forgotten.

   Mimeographed score cards can be used. Each student is to carry his or her own card throughout the entire testing program. At each performance and skill course, the monitor will hold the card and return it upon completion of the test. If the skill to be demonstrated was not performed successfully, a cross (x) should be placed in parentheses next to the appropriate test performance. (Note: A maximum of six performance mistakes are allowed to pass the overall testing program.)

2. A test on traffic rules for bicycles may be used to supplement the road test if the teacher so desires.

RELATED ACTIVITY:
Sixth grade students (in committees) could conduct this skill testing program for other grade levels.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when driving a bicycle.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the proper rules and techniques for using bicycle paths and lanes.

PERFORMANCE INDICATOR:
Each student will know the rules of safe bicycle operation on Oregon bicycle paths and lanes.

CONTENT:
Bicycle Safety

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Oregon Bicycle Rules of the Road.

Transparencies, "Bikeways Classifications." (Appendix, page 100-102)

LEARNING ACTIVITIES:

1. Assign students to read pages 61-66 of *Oregon Bicycle Rules of the Road*. Review and discuss in class.
2. Have students collect newspaper articles and pictures of Oregon bikeways. Discuss the safety features of the different types of bicycle paths represented in the pictures. Supplement the discussion with transparency of bikeways.
3. Invite a member of a local bike club, bicycle task force or advisory committee to speak to the class about:
    a. present status of bikeways construction.
    b. community use of bikeways.
    c. plans for future expansion of bicycle lanes.
4. Lead a discussion about the advantages to bicyclists of using bikeways. Discuss the reasons for state regulations which limit bicycle travel on highways when bikeways are available.
5. Discuss the methods for financing bikeways construction.

Level VI
LESSON 9

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Students will be able to demonstrate an understanding of the inherent dangers of riding in or on a motor vehicle.

PERFORMANCE INDICATOR:
Having viewed one film depicting certain safety situations the student will evaluate the lessons and determine the reasons for using seat belts.

CONTENT:
Car Passenger Safety — Situations and Responsibilities

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Film, "Safety Belts for Susie." (See page iii)

Story, "Who Needs the Silly Things?" (Appendix, page 51)

Article, "What Is an Air Bag?" (Appendix, page 50)

LEARNING ACTIVITIES:

1. After viewing the film, "Safety Belts for Susie," discuss riding in automobiles.

   If you were a parent, taking your child to school, would you allow him or her to get out of the car on the street side? Why?

   If you have brothers and/or sisters, how do you behave in the car when you are on a trip? Does your father or mother object to your shouting or arguing while he or she is driving? If so, is that unreasonable?

2. Have someone read the short story "Who Needs the Silly Things?" and ask for comments.

   How many of you wear seat belts whenever you ride in a car?

   Why don't more adults wear seat belts regularly? Does habit play a part in this practice?

   What about this statement: "I wear seat belts when I'm on a long trip but not when I do local driving?"

RELATED ACTIVITIES:

1. It might be interesting to have the students take a survey in their own families to see how many people consistently use seat belts. Also have their reasons for doing so or not doing so.

2. Read the article, "What Is an Air Bag?" to the class and get reactions to it.

3. Perhaps students would be interested in writing letters to various automobile manufacturers and the National Safety Council for statistics on seat belt use.

APPENDIX

RULES FOR PEDESTRIANS

1. Obey signals of traffic officer, safety patrol member, and adult crossing guards.
2. Know the meanings of the colors of the traffic signals.
3. Obey signals promptly.
4. Cross streets carefully, especially where ther is neither a traffic officer nor a signal.
5. Cross streets only at crosswalks.
6. Always stand on the curb, not in the street, while waiting to cross.
7. Look all ways, cross quickly but do not run. Be alert for cars which may suddenly turn onto the street.
8. Make use of subways, or elevated crossings, and safety islands.
9. Where there is no sidewalk, walk on the left side of the road, facing oncoming traffic.
10. At night cross where the lights are bright, and the visibility is good.
11. At night, wear or carry something light or white, or carry a light so that motorists can see you.
12. Carry an umbrella and/or any large parcel in such a way as to have a clear view; keep alert and be aware of traffic.
13. Take off roller skates when crossing a street or highway.
14. Do not try to buck the motorist even if you are right and he or she is wrong.
15. Be as alert and careful when walking in a group as when alone, and do not depend on others to watch out for your safety.
16. Cross railroads at protected intersections if possible.
17. Do not hitch onto trucks, wagons, or farm machinery.

THE MYSTERY OF THE KISSED SCHNAUZER*

(Here is a mystery story that will test your ability as a detective. There are five clues that lead Tony Piper to make the decision he does. When you have finished reading the story, see if you know what the five clues are. Check with your teacher to see if you are right.)

Little Sid was a good kid — for four years old. There was only one thing, he liked to kiss dogs.

"He's kissing that dog!" Harry Blakely said aghast to Tony Piper.

Little Sid stopped kissing and stood up. He was about as tall as a yardstick. "I'm not either!" he bellowed. Little Sid had a terrible temper.

"He *was*!" Harry said to Tony.

Tony didn't want to talk about it. He was nine years old, and sometimes his little brother embarrassed him to tears.

"We're going," Tony told little Sid. "You look after Packy."

"Okay," Sid said, He reached down and fumbled at the curly gray Schnauzer's collar.

"What are you doing?" Tony asked him.

"He's getting ready to kiss him again," Harry said. Harry was nine years old too. He and Tony were both in fourth grade, but at different schools. Tony went to Mark Twain. Harry went to Lincoln.

"I'm not either kissing him!" Little Sid straightened up, his eyes blazing.

"What were you doing then?" Harry demanded.

"His collar's too tight," Sid said.

"You leave his collar alone," Tony ordered. "You loosen it, and he'll slip out."

"He won't either!"

What do you want to keep him tied up for anyway?" Harry asked Tony. "Dogs don't like to be tied up."

"We just got him," Tony aid. "He has to be tied up for a few days so he gets used to the place."

"You better not say I'm kissing him again either!" Little Sid warned Harry.

"Come on, let's go," Tony said. He started away and Harry followed. "Don't you let him get loose," Tony warned Sid the last thing just before walking off.

"Shut up!" Little Sid told him. He knelt and started working at Packy's collar again. Tony never in all his life had won an argument with Little Sid.

It would be too bad if Packy got loose. It was the "dog days" of mid-summer, and too many strays were running around the way it was. They had to be picked up. A little girl had been bitten and was taking painful rabies shots. All the fourth graders in Tony's Cub Scout pack were going around over town bringing in whatever strays they could find. Harry and he were working together. They were to take any stray dogs they came across to the D-X station on the corner of Lee and Higgins Road. Mr. Kelly, the Scoutmaster, was going to be there with a truck up until three o'clock that afternoon.

"Where should we go first?" Harry wanted to know.

"Just walk around," Tony told him. "Any time we see a dog, we'll find out if he's got a collar. If he hasn't, then he's a stray."

"Alleys!" Harry said. "Stray dogs like alleys!" He started across the street walking diagonally toward the entrance to an alley.

"Hey!" Tony yelled. "You're jaywalking!"

Harry stopped in the gutter and turned around to look at him. "So what?"

"Now you're standing in the gutter instead of on the sidewalk!"

"What's the difference?" Harry asked.

"Don't you have anything about safety at Lincoln?"

"We have safety next year," Harry said. "This year we had health."

"Well, it's not healthy standing in gutters," Tony told him. "A car might hit you."

Harry stepped back up onto the sidewalk.

"Doesn't anyone in your school have safety?"

"In fifth grade we do," Harry said.

"We have it all the way through," Tony said. "That shows Mark Twain is a better school than Lincoln.

"Yeah?" Harry said. "Then how come our fourth grade beat your fourth grade in softball?"

That was another one of the things Tony didn't like to talk about. "Come on," he said. "Let's go up to the corner and cross. Then we"ll come back down on the other side and go through that alley."

The alley had lots of interesting things — back doors, trash cans, a few stray cats even — but no dogs. They tried another one and then another. They had just entered their fourth alley when they saw little Sid running toward them from the other end. He was crying.

"Packy got loose!" he yelled when he came up to them.

"You let him slip his collar off!" Tony accused sternly.

"I didn't *let* him!" little Sid defended himself. "He just *did* it!"

"You go back home," Tony ordered. "We'll look for him."

"You better find him too!" little Side said. "And I'm going to kiss him! I don't care what anyone says!"

"I told you your little brother kisses dogs," Harry told Tony.

"I don't either!" little Sid shouted. He picked up a rock and threw it at Harry. Harry ducked just in time.

Little Side went home, and Tony and Harry went all the way from Bridgeport Street to St. Clair looking across backyards and into all the alleys. There was no sign of Packy. Tony was beginning to get worried. What if one of the other Cub Scouts out looking for dogs found Packy running around with no collar? He would think he was a stray!

"We'll have to start asking people if they've seen a little gray Schnauzer," Tony told Harry.

The first person he asked was an old man sitting on a bench at a bus stop.

"A gray Schnauzer?" the old man said. "Let's see now, is that the one that's long and has little short legs?"

"No, that's a Daschund," Tony told him.

"Oh, yeow," the old man said, "I used to have a Daschund. They're real smart dogs. Did you ever see a dog that liked peanuts?"

When Tony asked a woman sweeping her sidewalk if she had seen a little gray Schnauzer, the woman said, "You boys look hot. Are you?"

School Safety, a publication of the National Safety Council May-June 1967

"Yes, ma'am," Tony said. "But have you seen a little gray Schnauzer go past here?"

"That's a dog," Harry put in as if he were afraid that woman wouldn't know what they were talking about.

"You have to be careful in this heat," the woman said "You can get sunstroke without even knowing it. I have a little niece in Kansas that got sunstroke once."

"I guess you didn't see a little gray Schnauzer then, huh?" Tony didn't want to be impolite, but he didn't have time to talk to the woman about her niece in Kansas.

"She keeled right over on the sidewalk," the woman said. "Playing hopscotch. That hopscotch is real roughhouse game if you ask me! I hope you boys never play hopscotch! Do you?"

"No, ma'am, " Tony said. "We have to be going now."

A block down the street, they met Mrs. Andrews, the Pipers' next door neighbor, walking along with a sack of groceries in her arms.

"You didn't give Packy away, did you, Tony?" she asked.

Tony said, "No, what makes you think I gave him away?"

"I saw a boy leading him along on a leash a while ago," Mrs. Andrews said.

"Are you sure it was Packy? who was the boy? How long ago? Which way were they going?" Tony asked.

"It was about thirty minutes ago when I was on my way to the store," Mrs. Andrews said. "I didn't know the boy, but it was Packy all right. They crossed the street right here. I was as close to them as I am to you now. The boy looked like he was about nine or ten years old."

"They crossed here?" Tony said. "They were in the middle of the block. That would be jaywalking!"

"I know," Mrs. Andrews said. "But here's where they crossed."

The next person who had seen a boy leading a gray Schnauzer was a delivery boy unloading flowers from a panel truck. "I saw a boy leading a little gray dog out on Potter Road," the delivery boy said.

"Potter Road doesn't have any sidewalks!" Tony hoped the boy was mistaken.

But the delivery boy was positive. "They were walking on the south side of the pavement going east," he said.

"That would be the *right* side! The same direction cars go!"

The delivery boy nodded. "It was a real cute little dog," he said. "I hope you find him.

There was a policeman standing in front of Breezewald's Supermarket in the Lockhurst Shopping Center.

"Yeah, I saw a kid going along here leading a dog," he told Tony. "I'd have given him a talking to if I hadn't been busy with a bent fender out in the parking lot. He crossed against a "Don't Walk" sign on the other end of the block, and when he got up here he was in such a hurry he stood in the gutter waiting for the cars to get past."

"Which way was he going?" Tony asked

"East."

"Thanks. What time is it?"

"Two-thirty."

"He's heading for Lee and Higgins," Tony told Harry. "Where Mr. Kelly is waiting with the truck. He thinks Packy's a stray!"

"We better hurry," Harry said. "It's a long way to Lee and Higgins.

They found one other person who had seen Packy and the boy who had him.

"There was a kid with a dog got on a bicycle with another kid," a man told them. "He was sitting on the handlebars with the dog in his arms."

"Which way were they going?"

"East!"

"We'll never make it in time," Harry said. "It's nearly three o'clock now. It'll be nearly three-thirty be the time we get all the way out to Lee and Higgins Road. Packy will be gone in the truck."

Tony saw a public telephone booth on the next street corner. "We'll telephone the D-X station," he told Harry. "They can get Mr. Kelly in so I can talk to him."

The man that answered the phone in the D-X station said that Mr. Kelly was out in front and he would get him. Less than a minute later, Mr. Kelly's voice came over the line to Tony's ear.

"This is Tony Piper, Mr. Kelly," Tony said. "Did some boy come in there with a little gray Schnauzer?"

"Yes," Mr. Kelly said.

"Hold him! He's mine!" Tony said.

"Which one?" Mr. Kelly asked. "We've got two."

"Two?" This was something Tony hadn't counted on.

"Yes."

"Both little gray Schanuzers?"

"Yes."

"Packy's just about six months old."

"They both are."

"Packy's gray with a little black mark on his breast."

"They both have black marks on their breasts."

"And they're *both* gray?"

"Yes."

Tony was beginning to get frightened. "Then how are we going to tell which one is Packy?"

"I don't know," Mr. Kelly said.

"How long is it till the truck leaves?"

"They're ready to go right now."

"Well — can't you make them wait till I get there?"

"I don't know, Tony," Mr. Kelly said. "I'll try. Hold on a minute.

"Wait!" Tony had an idea. "Where did the boys who brought the Schnauzers find them? What part of town?"

"I don't know," Mr. Kelly said.

"Well — can't you ask them?"

"They're gone now, Tony," Mr. Kelly said. "They left the dogs and then they went on. All I know is that one of the boys goes to Mark Twain School and the other one goes to Lincoln."

Tony was excited. It was the first break he had had. "Are you sure, Mr. Kelly?"

"Yes, I'm sure."

"And do you know which dog it is the boy from Lincoln brought in?"

"Sure."

"Then hold him! That's Packy!"

"How do you know?" Mr. Kelly asked

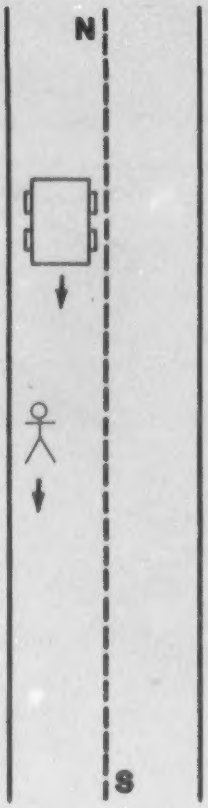
"I'll tell you when I get there," Tony told him.

When he and Harry went trotting into the D-X driveway, twenty minutes later, Mr. Kelly was standing there holding a little gray Schnauzer on a leash. The truck was gone. Tony dropped to his knees in front of the dog and lifted his forepaws. The dog ran out a moist, pink tongue and kissed Tony on the sweaty forehead. It was Packy!

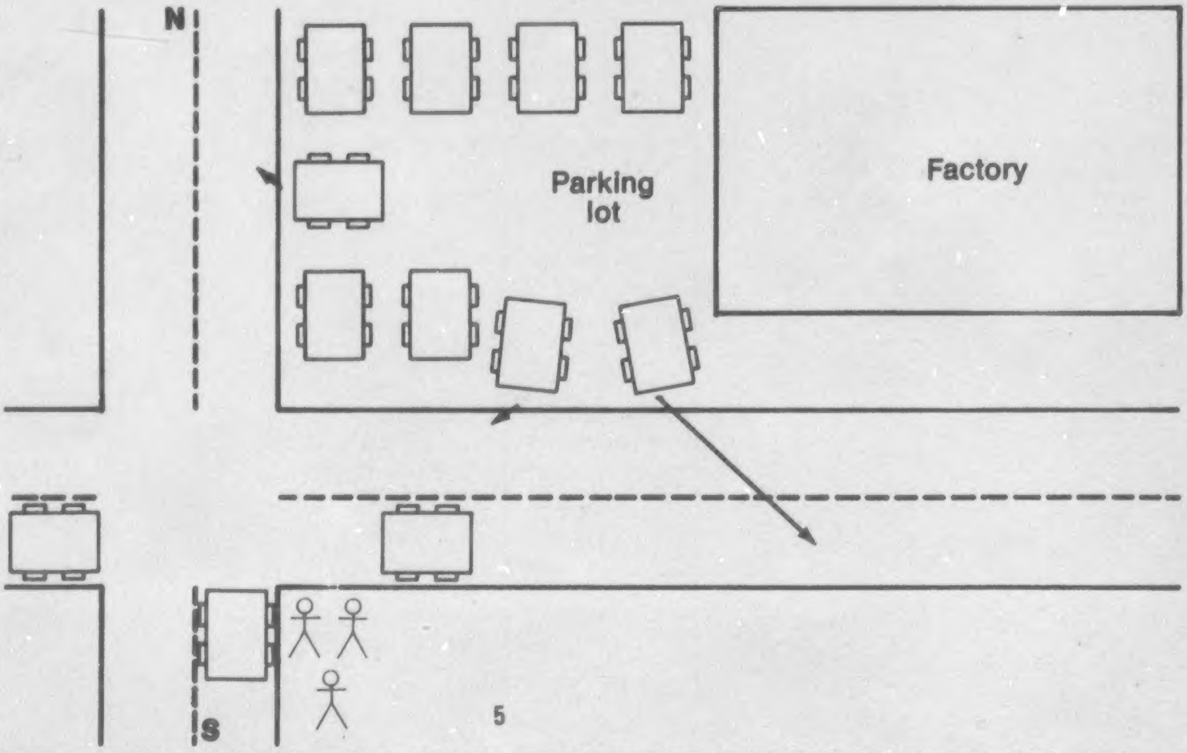
How had Tony known that Packy had been picked up by a boy who went to Lincoln School instead of Mark Twain? There are five reasons. Go back through the story and find the reasons. Write them down on paper and then turn to the next page to see if your reasons are correct.

Trim along dotted lines and then mount on 5" x 7" cards.

Card No. 1



Card No. 2


N
Parking lot
Factory
S

5

Trim along dotted lines and then mount on back of corresponding card; Card 1 on back of Card 1, etc.

Card No. 1

SCENE:
A cold, gray, overcast day

TIME:
7:30 A.M.

PARTICIPANTS:
Car driving south
Child also walking south

NO SIDEWALKS

MUDDY SHOULDERS

CHILD WEARING GRAY CLOTHING

MOTORIST HURRYING TO WORK

Card No. 2

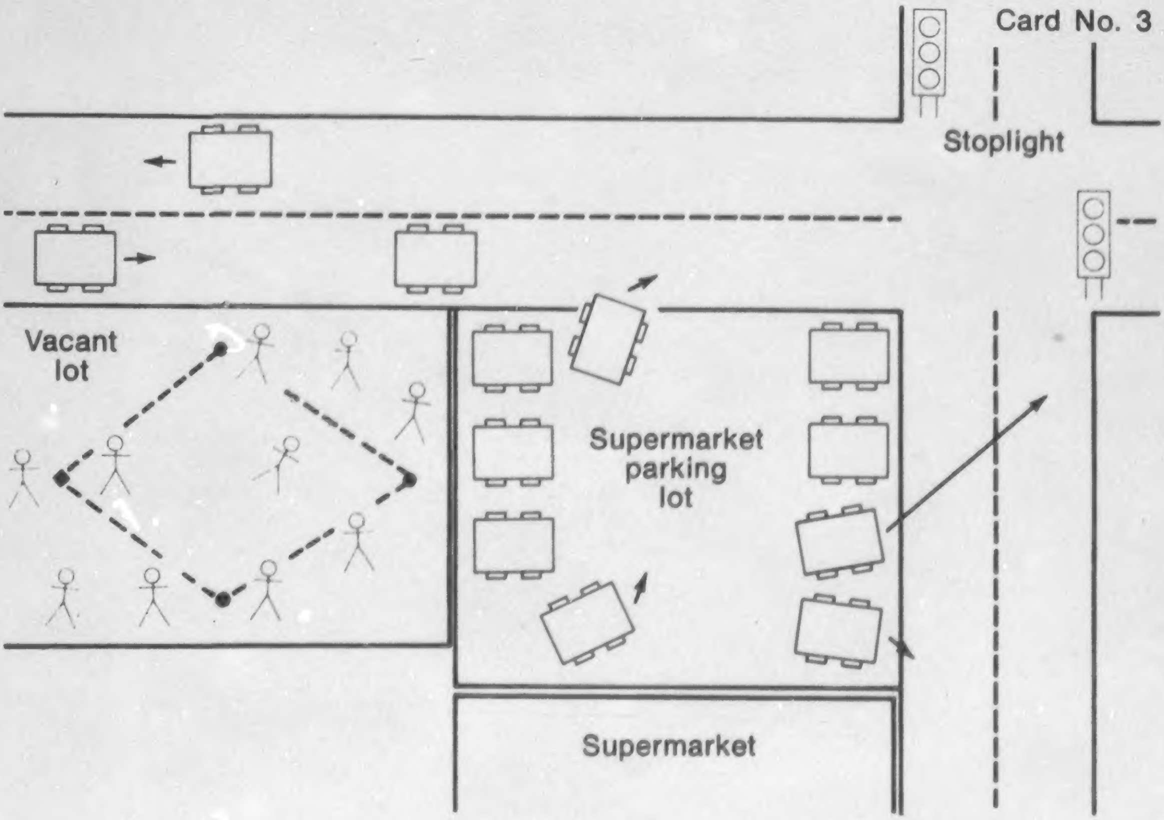
SCENE:
Road in front of factory area

TIME:
5 o'clock in the evening; a shift of the factory work has just been completed.

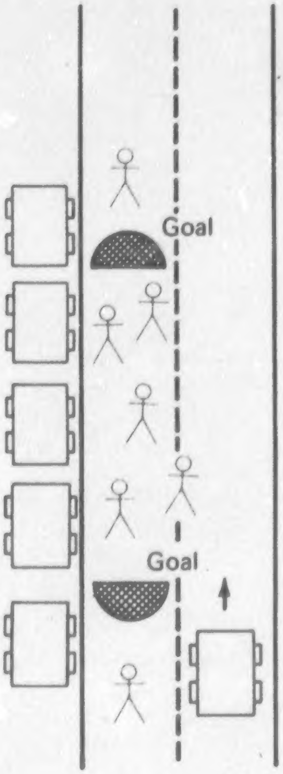
PARTICIPANTS:
3 children walking north; cars on highway going north and south; cars leaving parking lot - going in all directions.

Trim along dotted lines and then mount on 5" x 7" cards.

Card No. 3


Stoplight
Vacant lot
Supermarket parking lot
Supermarket

Card No. 4



Trim along dotted lines and then mount on back of corresponding card; Card 1 on back of Card 1, etc.

Card No. 3

SCENE:

Neighborhood shopping center;
vacant lot

TIME:

4 P.M.

PARTICIPANTS:

10 boys are playing baseball in the vacant lot.

CARS ON BUSY STREETS

CARS ENTERING AND EXITING FROM PARKING LOT

STOPLIGHT

Card No. 4

SCENE:

Deserted street in a residential area

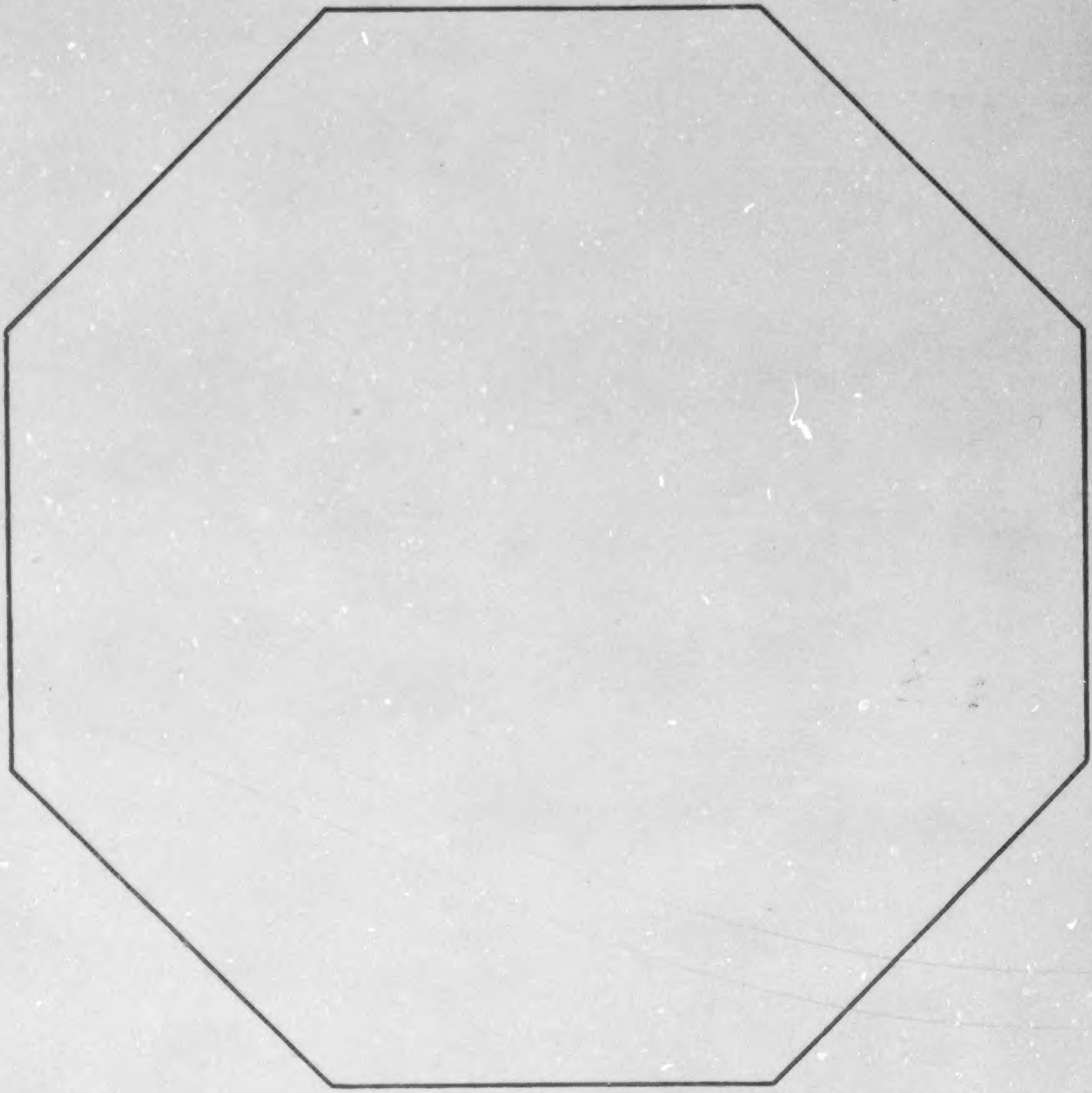
TIME:

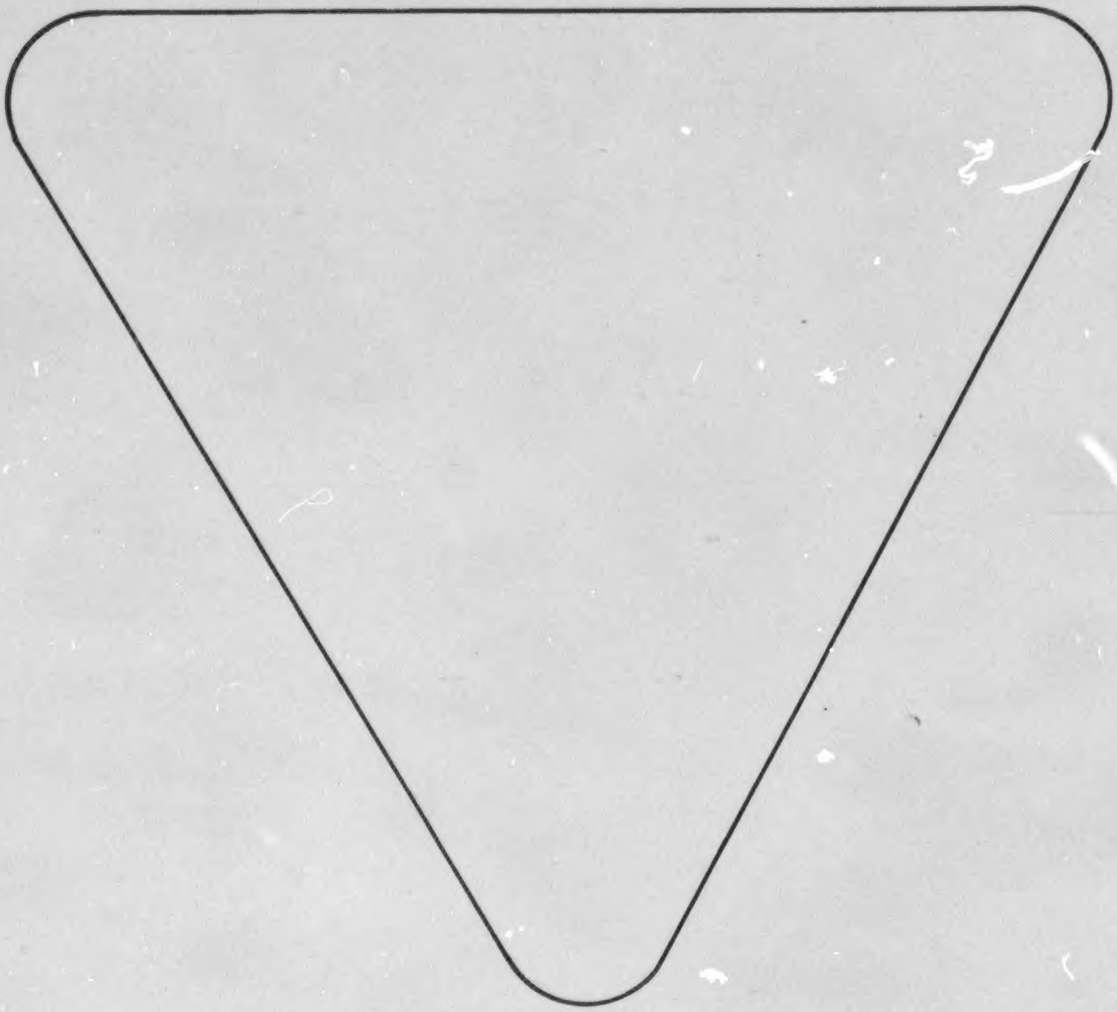
Late afternoon

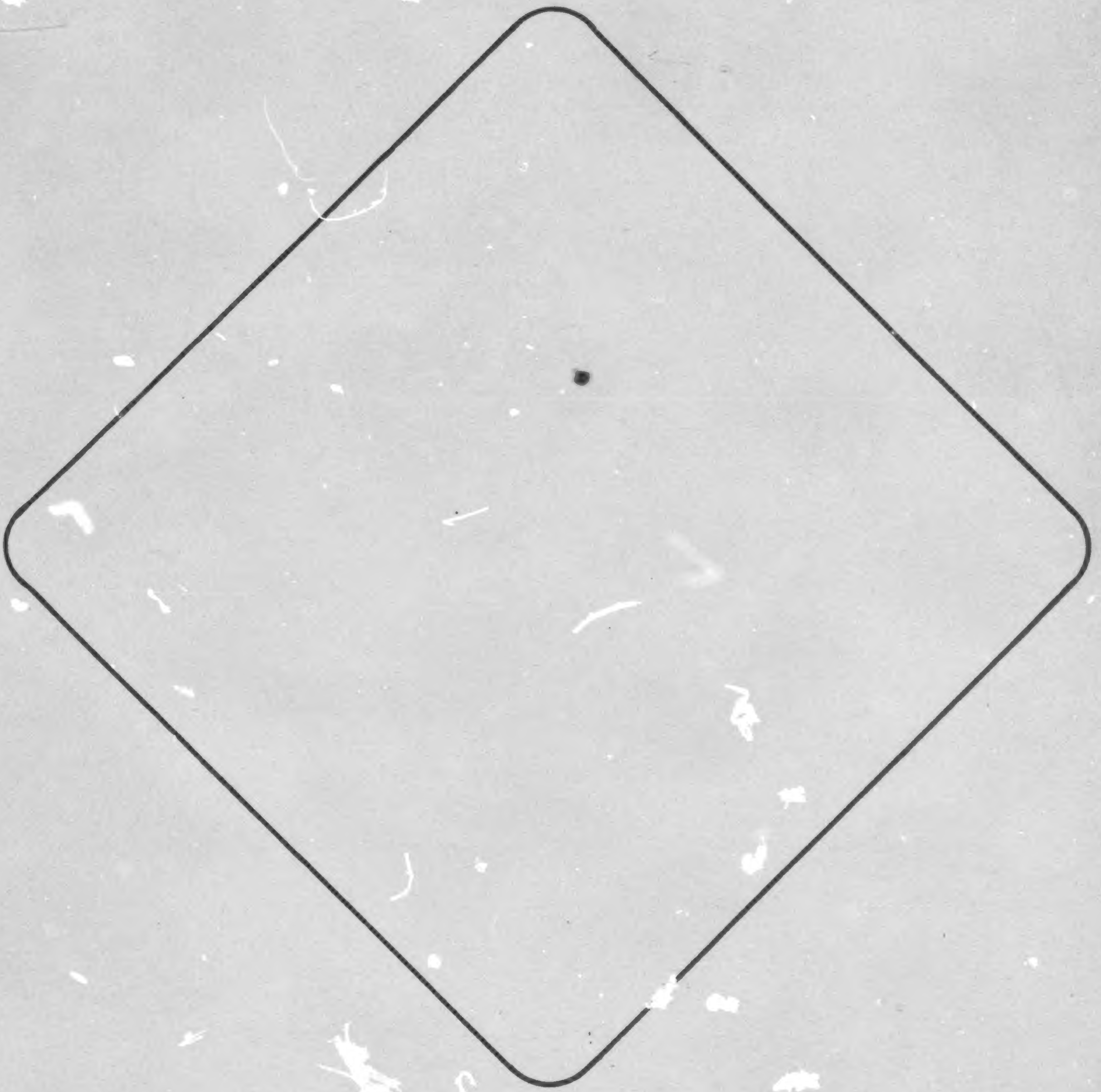
PARTICIPANTS:

Several boys have set up hockey goals in the street and are playing hockey. The goals are portable and can be easily moved.

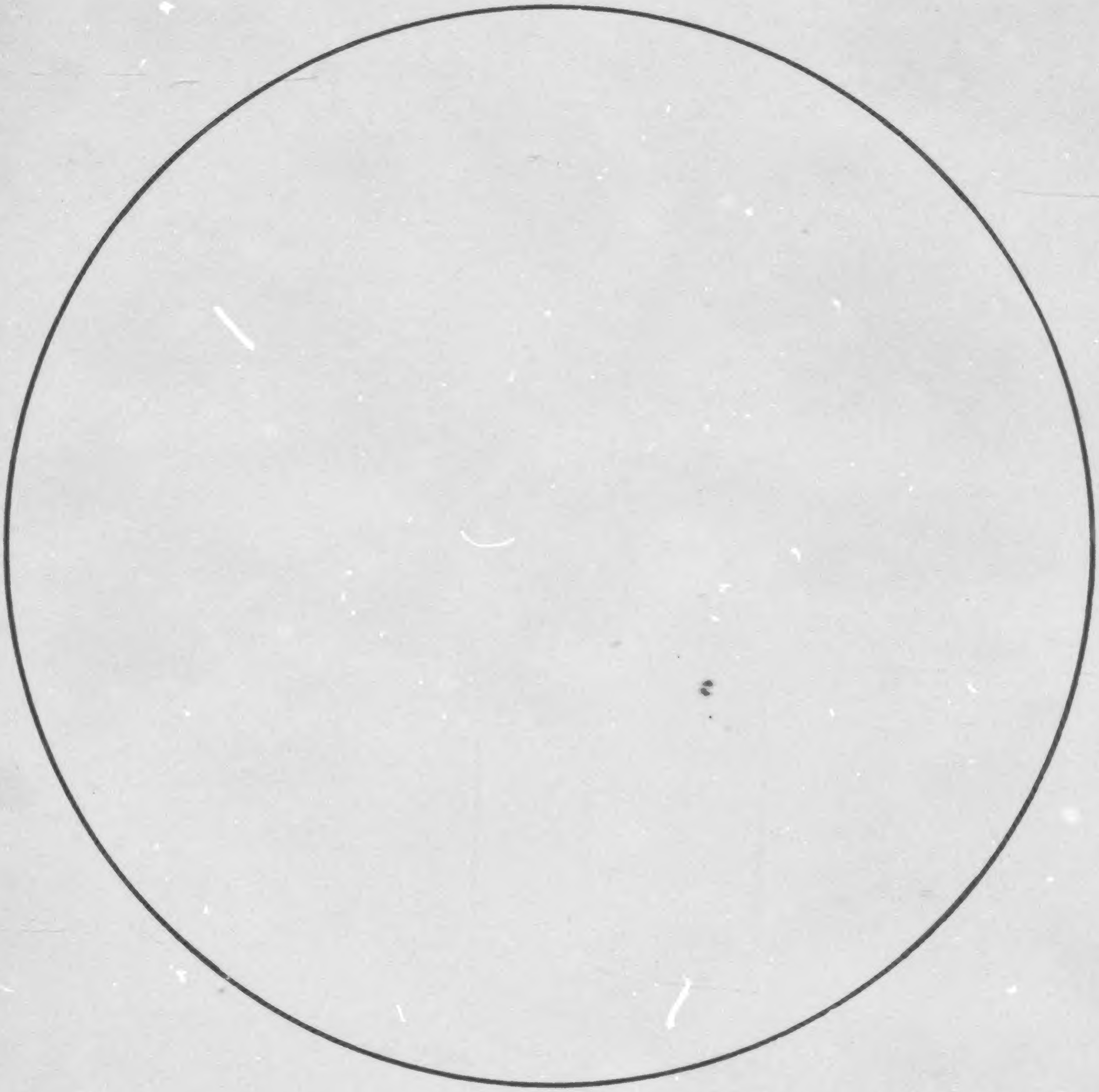
PARKED CARS ALONG THE SIDE OF THE STREET







83



ERNIE THE ERMINE*

Earnie, a very young ermine, poked his head out of his warm underground nest and peered up at the gray sky. He scanned the bare branches of the oak tree at the other side of the thicket. The last birds had gone. He lifted his nose higher to sniff the breeze. It had a strange crisp smell.

Then something cold and wet landed squarely on his nose. He pulled in his head swiftly. From the protection of the burrow, he watched big white flakes drift softly down to cover the thicket.

"This must be snow" Earnie thought. He arched his strong thin neck around so that he could see the back of his long body. His fur gleamed dimly in the gray light coming through the burrow door. It was as white as the snow except for the tip of his tail; that was black as night.

Earnie remembered what his mother had told the five ermine children before they left the shelter of her nest in the stoney place on the other side of the hill beyond the oak tree.

"Summer will be gone soon," she said. "You will lose your sleek brown fur as the days grow shorter. Soon you will find that you are whiter all over than your undersides are now."

She nodded toward Brother Charlie was stretched sleepily on his side. His stomach showed yellowish white against the rest of his red-brown fur.

"Only the tips of your tails will stay the same," his mother continued. "They will still be black." She blinked wisely.

"One day you will wake up to find that the whole world has turned white, too. This is snow. It falls from the sky and covers everything but the tallest trees. Except for your tails, you will be invisible in it."

She warned them that the small animals ermines hunt for food would be harder to find in winter — that many would be sleeping in their burrows. "But the ones who are not asleep you will be able to creep upon without being seen," she said. "Be brave and bold in your hunting, my sons, and you will have no trouble."

Remembering this advice, the ermine children went out to find nests of their own. Earnie soon discovered a burrow that had been deserted by a mole. Inside it he built a snug nest of twigs and leaves. As he curled up for his first night's rest in his new home, he thought, "Let the snow come. I shall be quite warm here."

And so he was as he watched the big flakes fall. But they kep falling for a long time and Earnie began to feel hungry. Just when he thought he could not wait any longer, the sun burst out from behind the clouds. The snow had stopped. The thicket was turned into a bright white land.

Earnie scurried out of his burrow. Using his short strong legs to carry him at full speed, he bounded through the thicket toward the creek on the other side. The air was cold and the snow was slippery at first, but he soon learned to run in it almost as well as he ran on the ground in summer.

When he drew near the creek, he slowed down. There were strange noises coming from the oppostie bank. Earnie croutched low behind a tiny pine tree that was covered with snow.

Two strange animals, both very large, but one much larger than the other, stood beside the creek. Their coats were dark except for their pink faces. These must be the humans his mother had warned him about.

"Beware," she had said, "The humans will try to trap you in winter. They admire your fine white coats. Stay far away from the places where you see them."

Earnie remembered his mother's words, but he was also curious. "They can't see me against the snow," he thought. "I will get closer just this once to see for myself what these humans are like."

He crept around the pine tree and ran swiftly and silently to a snow-covered rock at the edge of the creek.

When he peeked around it he saw the humans standing still, staring right at his rock! Then the smaller human began jumping up and down.

"Did you see him, Uncle Ed? Did you see him?" the small human cried. "There, behind the rock. I saw his tail when he ran. It was like a black streak. A real ermine! I never would have seen him if it hadn't been for that tail."

The larger human nodded. "He's a good one all right. Come on, Billy, your Aunt Susan will have dinner ready by the time we get back. I'll set some traps tomorrow."

When the humans had turned away from the creek, Earnie streaked back to his burrow as fast as he could go. Inside he lay panting on his twig bed, thinking about the bad mistake he had made.

He had forgotten about his black tail and how easy it was to see against the snow. For the rest of the winter he must take care not to go near that part of the creek again. The large human said he was going to set a trap there. From now on, Earnie would remember about that tail.

As he settled in his nest for the night, hunger forgotton, the two humans tramped through the snow toward a big white farmhouse where smoke curled from the chimney.

"You know, Billy," the larger human said, "that ermine wasn't very smart for an ermine, but he should have taught you something about being a smart human."

Billy's forehead wrinkled. "What, Uncle Ed?"

"Why did you see him?" Uncle Ed asked.

"Because of his tail, that black tip on it but . . ." Billy was still puzzled. Uncle Ed asked another question:

"What would you need if you were lost in the snow and you wanted people to see you?"

"Hey," whooped Billy, "that's it! If I got lost out here, I'd want some dark clothes in snowy weather. I'll remember that when I go back to school in the city Monday. I want people in cars to see me when I cross the street."

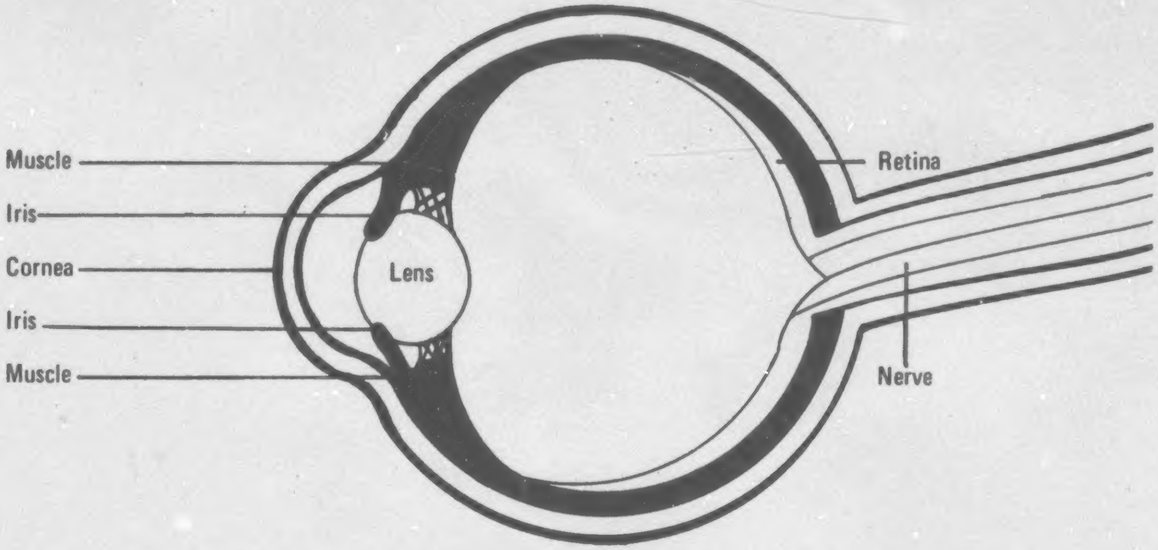
Uncle Ed said, "The color of clothing you wear is always good protection. After dark you should wear something white. On dreary gray days a bright color will make you stand out."

"You know," Billy said as he and Uncle Ed took off their boots on the back porch of the farmhouse, "what is dangerous for the ermine is just right for humans. Ermines should be white all over to be really safe."

**School Safety*, a publication of the National Safety Council, January-February, 1968.

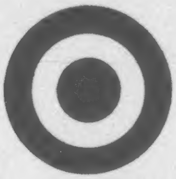
Uncle Ed smiled. "They can't choose what they wear. That black tail is nature's way of giving the animals ermines hunt a chance to see them first. But humans should remember that they need to be seen at all times."

Billy and Uncle Ed went inside to the hot dinner waiting for them while down in the thicket beside the oak tree, Earnie, the very young ermine, dreamed of his black-tipped tail.


Muscle
Iris
Cornea
Iris
Muscle
Lens
Retina
Nerve

WN **MV**

Look At The Bulls Eye



You Probably Can Not Identify
The Letters In Each Corner

VN **XY**

TO GET STARTED

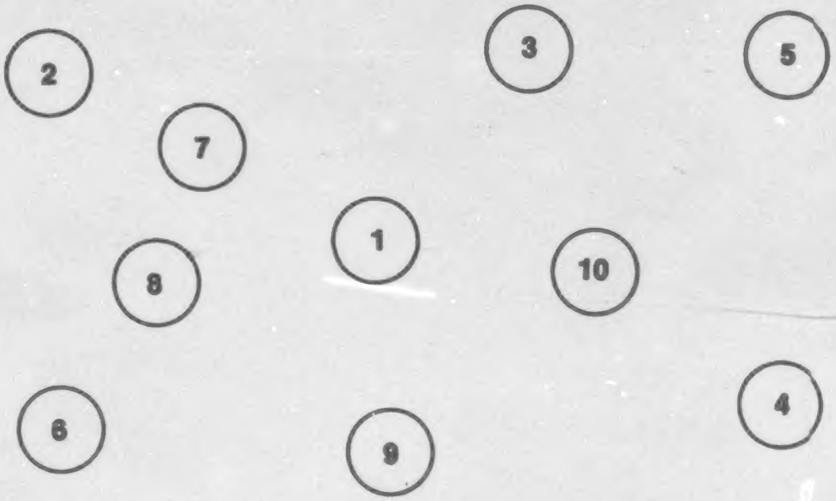
Look directly at the bulls eye. You see it clearly but you cannot identify the characters in each corner, although you know they are there.

Our true focus (central vision) area is not large. We see clearly in a small area only. This is a handicap to safe driving and we must overcome this vision deficiency.

DEFENSIVE DRIVER'S GAME

IT'S EASY. JUST TOUCH THE CIRCLES IN NUMERICAL ORDER AS FAST AS YOU CAN. TIME YOURSELF.

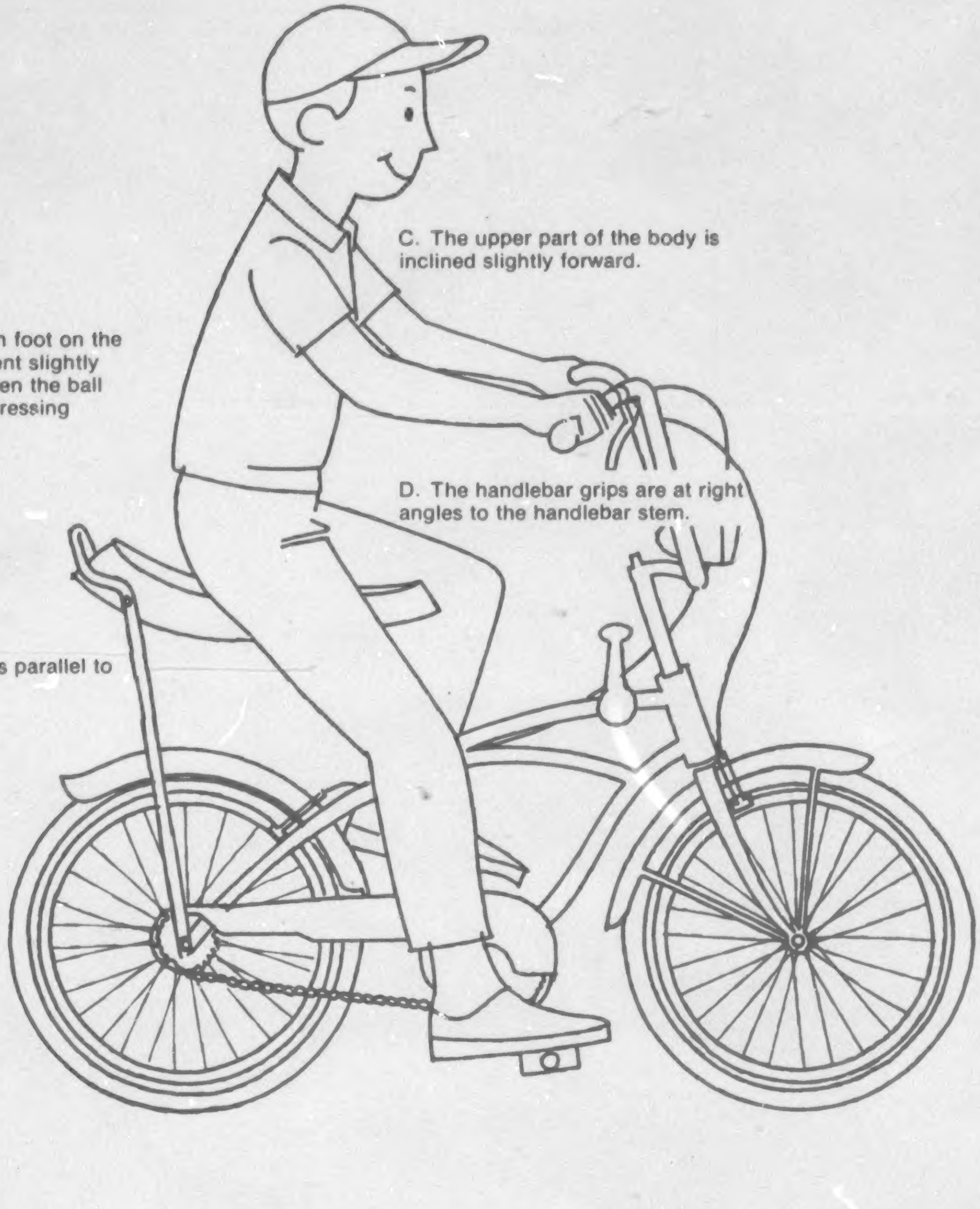
READY? GO!



YOU LOST, IF IT TOOK YOU MORE THAN *NINE* SECONDS TO COMPLETE THIS REACTION TEST.

HOW A BIKE SHOULD FIT

When the rider sits on the saddle with the ball of one foot on the low pedal and grasps the handle-bars as though riding, note the following:



C. The upper part of the body is inclined slightly forward.

A. The leg with foot on the low pedal is bent slightly at the knee when the ball of the foot is pressing on the pedal.

D. The handlebar grips are at right angles to the handlebar stem.

B. The seat is parallel to the ground.

Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?

DO YOU HAVE GOOD FORM?

1. Always ride with the ball of the foot on the pedal.
2. Pedal evenly. Be sure you're not pedaling harder with one leg than the other; make each leg do half of the work. If you pedal evenly, you can have good rhythm. Rhythm is important in bike riding, just as it is in running and swimming.
3. Pedal straight. Keep your legs parallel with the frame of the bicycle; don't let your knees stick out at the sides. If you keep your knees in, you will get more power into your leg movement.
4. Keep your shoulders steady. Letting your shoulders wobble as you ride will make your bicycle unsteady.
5. Keep your elbows in; don't let them stick out. This will give you better steering control.
6. Look straight ahead. Hold your head still. Sit comfortably, with your body leaning a little forward.

TRAFFIC SIGN QUIZ*

How well do you know traffic signs? Can you tell what they might say when you see the shapes of the signs? Look at each of these signs from the back and select your answer.

1. This sign might say: (A) Yield, (B) Stop, (C) Watch That Child.
2. Sign No. 2 might say: (A) Stop, (B) Speed Zone Ahead, (C) Merging Traffic.
3. Sign No. 3 might say: (A) Do Not Enter, (B) Railroad, (C) Caution School Crossing.
4. Sign No. 4 might say: (A) 4 Way Stop, (B) Detour, (C) Merging Traffic.
5. Sign No. 5 might say: (A) Narrow Road, (B) No Left Turn, (C) Yield.
6. Sign No. 6 might say: (A) Railroad, (B) Yield, (C) Stop.
7. Sign No. 7 might say: (A) Speed Limit 35 M.P.H., (B) No Passing Zone, (C) School Crossing.
8. Sign No. 8 might say: (A) Railroad, (B) Stop, Fasten Seat Belts, (C) Yield
9. Sign No. 9 might say: (A) Stop Ahead, Junction 42A (B) Slow, (C) Keep To Right Except When Passing.

*Use with transparency master on page 40.

The Bicyclist as a "Driver"*

A skillful driver always has his or her bike under control. The cyclist never drives so fast as to be unable to stop in the assured clear distance ahead, and avoids becoming overtired and less alert by riding too far. A good driver alters speed to conform to traffic, weather, pedestrians, and other environmental and road conditions, and always carries packages in a basket or carrier in order to have both hands free to control the bike.

It is imperative that the cyclist develop skill in balancing and pedaling to avoid swerving into traffic, running off the edge of a sidewalk or highway, and to avoid hitting a pedestrian or fixed object at a narrow passing. Parents have a responsibility to be sure the child has the skill to cope with traffic before permitting street driving. Learners should be taught to coast with the pedals level (horizontal) in readiness to apply the brakes, and to avoid scraping the lower pedal on turns.

Cyclists must ride with the flow of traffic, *not* against traffic. Soft or rough shoulders, curbs and guard rails often make it impossible for a cyclist facing traffic to yield the right of way to an approaching vehicle. When car and bicycle are traveling in the same direction, both motorist and cyclist have more time to take evasive action.

The use of hand signals now is commonly accepted as a safe riding practice. Indeed, the motor vehicle laws of practically all states require such signals. Signaling intention to turn, slow down, or stop gives the motorist behind, as well as the one approaching, an opportunity to anticipate the cyclists' movement. The bike driver should signal well in advance so that both hands are on the handlebars when the maneuver is made. This is especially important when the bike is equipped with hand brakes. Since all signals are made with the left hand, it is important that the control for the rear brake is located on the right handlebar. It is a simple matter to switch the brake control if necessary. Standard hand signals are as follows: Left turn — hand and arm extended horizontally; Right turn — hand and arm extended downward.

Cyclists should avoid crowding between cars at stop signs, or between a car and the curb. A slight swerve could result in the cyclist being hit by a passing car or being struck by a car turning right. Walk the bike across busy streets. Railroad crossings should be approached cautiously and crossed at as near a right angle as possible. It is safest to walk the bike when crossing two or more tracks.

Carrying more passengers than the bicycle is designed and equipped for is dangerous and illegal. Passengers obstruct the driver's vision, making balancing difficult, and increase the danger of getting part of the body or clothing caught in the spokes. Two on a bike also greatly increases stopping distances. The "polo" or "banana" seat on a hi-rise bike appears to be designed to carry two; but this is *not* the case.

A bicyclist should never hold on to a moving vehicle nor in any way attach the bike to the vehicle. The bike may be struck or squeezed by other vehicles. Also, the slightest loss of balance may throw the cyclist to the street.

Cyclists should always ride single file. Two or more cyclists riding abreast take up too much of the roadway and restrict defensive maneuvers. On off-street bicycle paths or other places closed to automobile traffic, riding two abreast may be permitted, but speed should be reduced and special caution taken for pedestrian traffic.

Stunting or trick riding is always dangerous and should never be done on the street or wherever there is danger of collision with a pedestrian, fixed object, or another cyclist. Driving with "no hands," standing in the saddle and similar stunts can easily result in serious injury. Drivers of hi-risers should not make the bike rear up and ride on the back wheel only, or "jump" the bike over obstacles.

In order to turn left at intersections in the business area or where there is heavy or high-speed vehicular traffic, a bicyclist should dismount and follow the pedestrian crosswalk to the far right corner, then proceed across at right angles. In this way the cyclist crosses one direction of traffic at a time. Heavily traveled routes should be avoided if others are available. If riding on the sidewalk is allowed by ordinance, or if the driver is too young to be allowed in traffic, care should be taken when riding on the sidewalk to avoid striking or alarming pedestrians.

When overtaking slow moving vehicles, a cyclist must be careful to avoid being struck or crowded by vehicles about to turn into a driveway or alley. He or she must be especially alert when passing parked cars for doors which might open. Parked cars with someone in the driver's seat should be given as wide a berth as possible. A cyclist should never ride into the roadway from the yard, driveway or alley without looking carefully in all directions.

When the bicycle is not in use it should be locked and left in an upright position either in a rack or on a kick-stand. It should not be left in a place where it will disrupt either pedestrian or vehicular traffic. It should never be leaned against a building or store window. A bike lying on the ground not only is subject to damage, but also is a tripping hazard.

All motor vehicle-bicycle accidents involving personal injury or property damage should be reported to the local police department so that a more accurate analysis of bicycle mishaps can be made. Also, an official report is important for insurance purposes and legal action.

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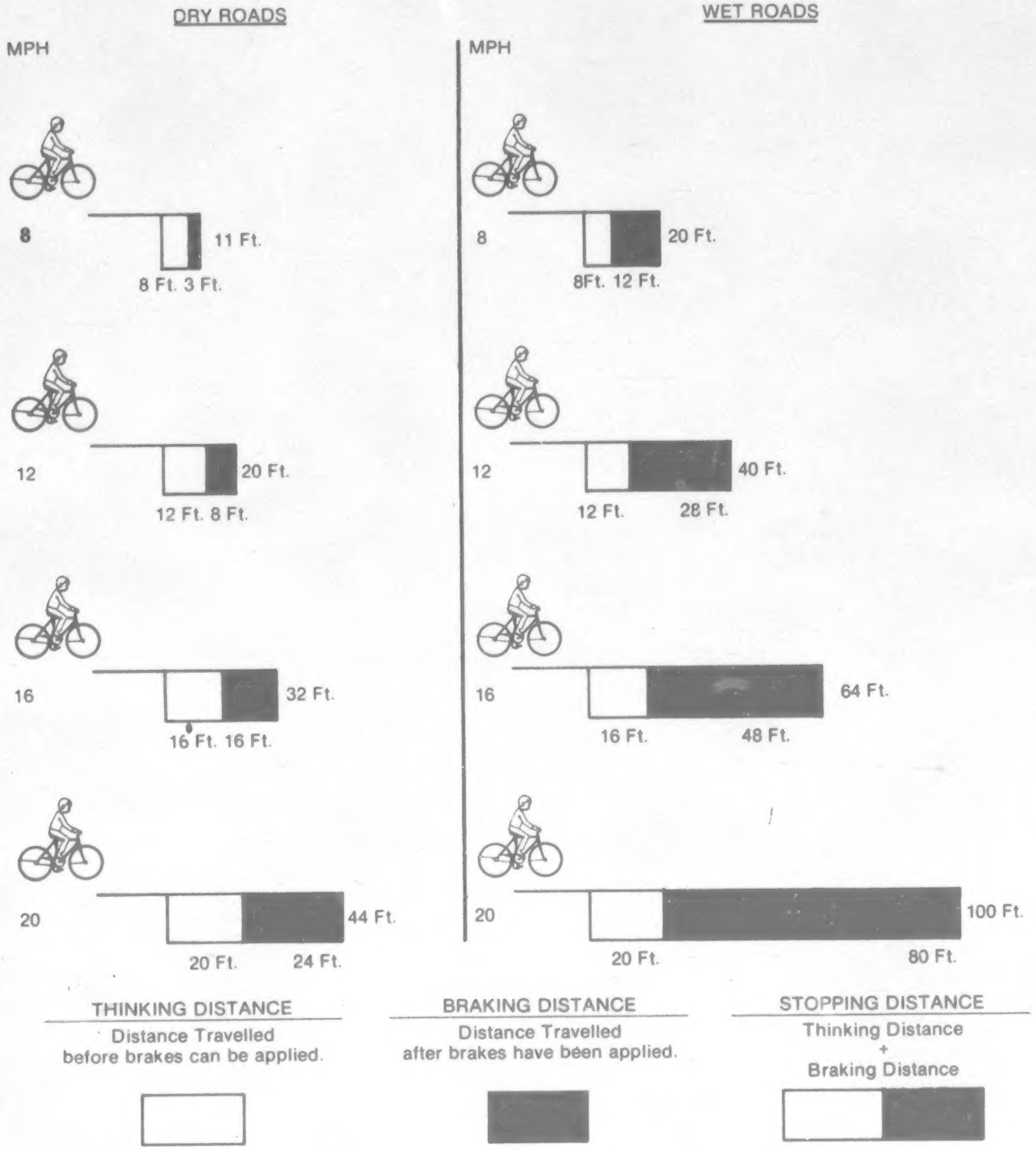
*Adapted from text by the National Safety Council.

STOPPING DISTANCES FOR BICYCLES ON DRY AND WET ROADS

HOW FAST YOU CAN STOP DEPENDS ON MANY THINGS.
THIS CHART SHOULD BE USED AS A GUIDE ONLY.



Duties of School Bus Patrols

1. Supervise the loading of the bus in a safe and orderly manner. One patrol may remain outside the bus to maintain order and, if the group is large, to form pupils into a single line to facilitate rapid loading. A second patrol may be in the bus to supervise the seating of pupils and help them store their books and other materials.
2. Check to determine if all pupils are aboard before the driver leaves the school ground or highway loading zone.
3. Maintain order while the bus is moving. This would include reminding passengers:
    a. To remain seated while the bus is in motion, but to alight promptly after the vehicle has come to a complete stop.
    b. To refrain from unnecessarily loud and boisterous communication.
    c. To refrain from communicating with the driver while he is driving, except in emergencies.
    c. To keep all parts of bodies within the vehicle.
    e. Patrols will also discourage any attempts by passengers to tamper with the emergency door during normal travel conditions.
4. Help the driver to safeguard pupils required to cross highways after alighting from a school bus or before boarding one. A patrol may perform this function by alighting from the vehicle in advance of the passengers and accompanies those passengers to the front of the bus and reminds them not to cross the highway until the driver, from his relatively far-seeing vantage point in the bus, indicates that a safe crossing is possible.
5. Help pupils use the emergency door when necessary, and during emergency exit drills.
6. Promptly follow any special instructions from the driver during emergencies.

QUALITIES OF A SCHOOL BUS PATROL MEMBER

Ideally the member should be older.

The member should live near the end of the bus route so he can be on the bus as long as possible.

The member should not be absent regularly.

The member should be courteous, helpful, dependable, cheerful while on duty, genuinely try to help others, be confident, adhere to safe practices while on or off duty and enjoy being a patrol.

IN EMERGENCIES*

The bus driver brings the bus to a stop, applies the emergency brake, turns off the ignition, stays in the bus and opens the front door, directs and supervises the patrol members, directs the patrol members to carry out emergency procedures and supervises evacuation of bus riders.

The patrols:

1. Set out flags, flares, and/or reflectors 100 feet to the front and rear of the bus.
2. Take telephone number card to the nearest phone and call the listed numbers as needed.
3. Open emergency door when directed by driver.
4. Assist with unloading at the front and rear.
5. Caution bus riders to be aware of traffic hazards.
6. Direct bus riders to a place away from the bus.
7. Identify the injured.
8. Assist the driver as he administers first aid.

If the driver is injured:

1. And the bus is still moving, the patrol member steers the bus to a safe place.
2. Patrol member turns off ignition and applies emergency brake.
3. Patrols place flags, flares, and/or reflectors.
4. Patrol members direct and supervise unloading of bus riders.
5. Patrols take telephone number card to the nearest phone and call the appropriate numbers.
6. All bus riders should remain in an assigned safe area until help arrives.

In case of fire:

1. The driver orders the unloading of the bus at the front, rear or both.
2. Take telephone number card to nearest phone and call listed numbers as needed.
3. Place flags, flares, and/or reflectors.
4. Patrol members should know how to use fire extinguisher.
5. Patrol members direct bus riders to safe place away from bus.

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*from *School Bus Patrols* by American Automobile Association

SAFETY PATROL*

John Stone was ending his year as a safety patrol at the Field School. It was a delightful spring morning and John was standing at his post. School was almost over and most of the children, on their way to school, were noisier and a little more active than usual. Suddenly, John heard the screech of brakes and a child screaming.

Pam Schneider, a first grader, had been chasing a wild rabbit. In her excitement, she followed the rabbit into the middle of the street without noticing an approaching car. The car stopped in time, but in the excitement, Pam fell and was quite shaken. Her parents were called and came to get her. They took her to the emergency room of a nearby hospital. No bones were broken, and she was only slightly bruised from her fall.

By the time John got to school, after leaving his post, most of his class had already heard the story. Of course, each child's story differed slightly, and no one was quite sure how Pam was.

From this particular incident, however, many of the patrols thought of "close calls" they had witnessed during the school year. At their next patrol meeting, they suggested to their patrol leader that the patrols put on some skits on the last day of school to remind their schoolmates of some of the pedestrian mistakes they had made during the year and also to remind them that they should be more careful over the summer. The principal received the skit idea with enthusiasm, and the patrols began planning their assembly.

Cathy Klein had the idea for the first skit. She remembered how a younger child, Joan Smith, hadn't bothered to clean her notebook or listen to weather warnings. Joan was dressed in dark clothes and had no umbrella. On the way home from school, it began pouring. Joan began running and her notebook fell. Papers flew in all directions.

Joan and some other children went scampering after the papers. A very important math homework paper flew into the middle of the street. Out Joan ran, unaware of the traffic situation. Two drivers slammed on their brakes, missing Joan, but almost colliding with each other. Joan's dark clothing didn't help them see her, and weather conditions didn't help either of the cars in their attempt to stop quickly.

Jeff Gavin had the idea for the next skit. He remembered his neighbor, Al Dimwitt, who always boasted about his shortcuts to school. He never followed the established path and never hesitated to cross other people's property. One day, again during rain, Al was running to school. (He didn't like getting wet.)

Al was running so quickly that he went through a yard he usually didn't use. He failed to notice the "Beware of Dog" sign on the gate. No sooner was he in the yard than a large German Shepherd started barking and chasing him. The owner was home, and she came out when she heard the commotion. The dog stopped, and Al was saved from serious dog bites. If the owner had not been home, who knows what would have happened?

John Mueller then told of another boy, Ted Leavitt, who didn't always take the usual path to school. This boy was running because he was late to school. He was in the middle of a vacant lot, and being in such a hurry, didn't notice a large hole. He caught his foot in it. John heard him screaming and got some help. Not only was Ted late for school; he missed a few days of school while his sprained ankle healed. The next time John saw Ted, Ted was taking the conventional path to school.

Jean Shudy's incident was next. Last Halloween, after school hours, a large group of children were trick or treating. The children looked like they were all different sizes and ages. Anyway, it was a drizzly Halloween and between masks and umbrellas and trick or treat bags, it was not easy for the children to see. The group's leader waited at a street corner and waited for what she thought was a clear intersection, before allowing the children to begin crossing. With half the group still in the street, out of nowhere, along came a car full of teen-age boys roaring down the street. The children ran and avoided being hit by just seconds.

As the patrols kept thinking, they remembered more and more situations. Their assembly was a huge success. After the last skit, the patrols asked the audience if its members could think of any dangerous situations they had seen. The patrols also reminded their audience to be extra careful as pedestrians and to obey all pedestrian rules at all times.

Can you think of any situations which might be interesting to discuss with your classmates and might help prevent a pedestrian accident from happening?

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* *School Safety*, a publication of the National Safety Council, September-October, 1967.

COLOR *

Time sure changes things! Like the meanings of words. Color, for example, comes from the Old Latin word colos, which meant a covering. And that word came from an even older word, celare, which meant to cover or hide. Today we use color to show things, not to hide them.

The colors of traffic signs and signals — red, green, yellow, black and white — really show us how to walk, ride bicycles and drive safely. And our colorful signs have changed a lot with time, too.

The first roads were built in Rome almost 5,000 years ago. They were used by soldiers who rode into other lands for battle. If a soldier forgot the directions, he could wander all over and miss the battle entirely. So to help out lost soldiers, the Romans made the first street signs. They were carved stones or stone arrows put right into the road. But since most stones are gray, the signs didn't show up very well.

In fact, signs didn't really show color until the telephone was invented. Now, that might sound strange, but it's true. Telephone poles were painted with colored circles to show riders and walkers what roads they were on. But that didn't last very long — rain, snow and wind chipped the paint off. Something had to be done.

Something was done — traffic signs, and they worked! Policemen at busy street corners held up signs painted red and green for drivers and walkers to follow. The red one had "stop" written on it, and the green one had "go". At first people had to read the signs, but soon they got to know what the signs meant just by the color.

Then things really began to change. The signs were replaced by signal boxes; electric traffic lights were installed, and many new safety signs popped up along the highways.

Of course, the signs and lights of today are better than the first ones, but the colors are still the same.

The colors red, green, and yellow or amber, come from railroad safety signals. Red means stop. All through history it has been the sign for blood and fire — danger. That's why red stop signs and red traffic lights stop us from walking or riding into the street when cars are crossing in front of us. Also, seeing red makes us think fast, and we need to think fast when we may be in danger.

Green means go. It comes from an English word that means to grow, and it indicates movement. It is used on traffic lights, because it shows up well against red.

Yellow is the warning color; and it is used on traffic lights, because it shows up very well against both red and green. It comes from an Indo-European word that means to gleam. Of all the colors, yellow is the one we can see the best from the farthest away. That is why yellow is used on so many signs. The writing on warning signs is always black, because black on yellow is the one combination of colors that everyone can see the best in all kinds of weather.

Warning signs, yellow diamonds with black edges, tell us to slow down or warn us of something ahead that could be dangerous. Yellow triangles with black edges always mean yield the right of way — let other traffic go ahead of you. Yellow circles with black edges and black Xs have the letters RR on them. They tell us that a railroad crossing is ahead. Sometimes yellow, instead of red, is used for stop signs. In this case, yellow means the same as red — stop.

Something else much bigger than a sign is yellow, too. A school bus. Do you know why? Because school buses carry so many students, and students are not always doing safe things, car drivers must be especially aware of possible hazards. When you look out the window of the school bus you see cars of many colors. But when a driver looks at a yellow school bus, he sees a great big warning sign, and he knows that he must use caution.

Do you know what a signal with stripes means? This is kind of tricky because only one kind of signal has stripes, a railroad crossing gate. It is always white and black because, after yellow and black, white and black is the next color combination we see best. The long striped gates mean do not pass. And that goes for walkers and bicycle riders, as well as drivers.

You can see that each color has its own special meaning. Can you see what they have in common? Safety.

Questions for discussion

1. In 1963 car manufacturers changed colors of car turning signals from white to yellow. Why do you think they made the change?

2. Traffic lights always have red on top, yellow in the middle, and green at the bottom. From what you have read about the colors of safety, can you tell why?

3. Why do you think school crossing guards wear bright orange belts? What does this color tell a driver to do?

4. What color are the turn signals on automobiles now? Front? Rear?

FALLS *

"Tony, you turn off that television right now. You've got homework to do."

Tony Costa sighed. "But, Mama, the program's almost over and it's so funny."

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* *School Safety*—January-February, 1970, p. 28.

* *School Safety*, January-February, 1970.

"Let me see what this program is that's so funny," Mrs. Costa said coming into the room. On the television screen a cartoon clown was rolling over and over until he finally landed with a crack against a tree trunk.

"Say, that is pretty funny. Who modeled for that clown? You?" Mrs. Costa asked.

"Aw, Mama," Tony snorted without turning around. His mother, his brothers and sister, everybody was always making fun of him for being clumsy and falling down all the time. Didn't they know he couldn't help it?

Later when the program was over, and Tony had settled down to his homework, he couldn't get the picture of the clown out of his mind.

He shook his head and stared hard at his notebook paper, determined to get to work. But he must have stared too hard, because suddenly the doodles he had made on the paper began to move. He closed his eyes and then looked again.

The doodles had turned into a cartoon clown. But instead of painted clown face he had worn on television, the clown now looked just like Tony!

As the real Tony Costa stared at his notebook paper in disbelief, the clown Tony began to move. And other doodles on the paper started taking shap

He blinked his eyes, but sure enough, he was looking at a cartoon drawing of his bedroom. And there was the clown Tony climbing out of bed. One foot got safely to the floor then the other. He stood up. But as he took his first step, crash! Zap! Scrunch!

Clown Tony went flopping head over heels as he slipped on the socks he had left laying beside the bed the night before.

The real Tony started to chuckle — until he remembered that that was exactly what had happened to him that morning.

The scene on the notebook paper changed quickly. Tony the Clown was sitting at his desk at school. A cartoon teacher was talking to him. And the teacher looked just like Mrs. Sanders, his real teacher.

"Tony, will you come to the board, please, and write problem two for us?"

Tony the Clown got up from his seat and began walking down the aisle. Before he could take two steps, though, he slipped in a puddle of water his own boots had made beside his desk.

Mrs. Sanders said, "Tony, why didn't you put your boots with your coat as you are supposed to do?"

The real Tony felt himself blush, and he was glad to see the doodles begin to move around again as the scene changed.

Tony the Clown and several other boys were walking down a cartoon sidewalk now. Ahead of them was a patch of cartoon ice.

"Hey, fellas," Tony the clown yelled, "let's see who can get the longest slide on that ice!"

With that he took off at a run. He hit the ice in a perfect glide and sailed along with his hair streaming in the wind and a big smile on his face.

But the smile changed to a look of pure fright as Tony the Clown saw he was fast running out of ice.

"On-on-oh-no-o-o-!" Bam! Crash! Pow!

The real Tony held his breath as the clown Tony hit dry sidewalk on the other side of the ice patch. His boots stopped, but the clown did not. He went tumbling, bumping and scraping until he landed in a heap at the foot of a tree. The cartoon boys were doubled up with laughter. But the real Tony didn't feel much like laughing as he remembered his skinned knee and bruised elbow from falling on the ice that afternoon.

Tony the Clown picked himself up and limped toward a cartoon house that looked just like the real Tony's house. The doodles on the paper moved again and Tony the clown was talking to a cartoon Mrs. Costa.

"Hi, Mama, I'm home," the clown said.

"So I can see. You look like you slid on your knees all the way," Mrs. Costa said. "Take out the trash before you do anything else, please."

"Sure, Mama" the clown answered. He picked up a full wastebasket and then noticed another sack of trash standing beside it. "Aw, I can do this all in one trip," he said to himself.

"Trip is right," the real Tony muttered, thinking back to his own experience that very afternoon. Sure enough, the clown couldn't see over the trash, and he walked into a chair that had been pulled out from the table.

Whoops! Smash! Kabaam!

Tony the Clown was sitting in the chair with an orange peel dangling from his ear, a tin can on his head and other trash streaming from his clothes.

If the scene had been in a cartoon on television, the real Tony might have laughed until his sides hurt. But a clown with Tony's face and doing all the things Tony had done just didn't strike him as being so funny somehow.

"Listen, Mr. Clown," Tony said, shaking his finger at the cartoon figure, "you're a real dummy. But I guess that means I'm one too. If I had just used my head a little, I wouldn't have had to fall all those times. I see that now. Falling just isn't a laughing matter.

"Well, I'm gonna get rid of you and rid of my falling, too!" Tony wadded up the notebook paper and threw it in his wastebasket.

"What's the matter, Tony? Need some help with your homework?" Mrs. Costa asked from the doorway.

"No, Mama. I just learned a whole lesson without writing a word. Say, do you think I could have some tacks? I gotta nail down this rug before somebody (like me) trips on it."

TEST OF KNOWLEDGE OF SCHOOL SAFETY PATROL PRACTICES*

PART 1 — Read each statement carefully. Write T next to the numbers if you think it is true. Write F if you think it is false.

1. One way patrol members teach fellow classmates is by setting a proper example.
2. It is important for a patrol member to wear a patrol belt so that motorists and classmates can identify him or her.
3. When roads and sidewalks are icy, a patrol member should stop automobile traffic so that children may cross safely.
4. The purpose of the safety patrol is to instruct and guard classmates when crossing streets.
5. Before allowing children to cross, the patrol member should check traffic in all directions.
6. Patrol members can also teach children by reminding them of the safety rules they have learned in class.
7. While on duty at an intersection where there is a police officer, a patrol member should lead children across the street at the officer's signal.
8. If it is raining hard, a patrol member should instruct all children to hurry.
9. A patrol member, holding the children on the sidewalk, should have them with his or her back to traffic.
10. If a fight takes place nearby, the patrol member should leave his post and try to stop the fight.
11. When at a post where there are both pedestrians and bicyclists, it is best to let the bicyclists ride across the street first.
12. It is best to bawl all traffic violators out at the time the patrol members sees them commit the unsafe act rather than report it later.
13. A patrol member should always walk across the street with the children.
14. Patrol members should look, act, and be alert to gain respect which is necessary to do a good job.
15. If a police officer is stationed at a school crossing, there is not need for a patrol member to be posted there.
16. A patrol member should walk into the street three paces from the curb to make sure all students start safely.
17. A patrol member has the authority to stop cars but should be careful when using it.
18. The purpose of a clean belt is to set a cleanliness example for other children.
19. Patrol members should stand at least three paces back from the curb on the sidewalk so that they will not be hit by cars cutting the corner too sharply.
20. A patrol member should attempt to teach safe walking rules to careless students rather than report them.
21. To gain the necessary respect, patrol members must be courteous but firm with all children.
22. Off duty patrol members should always wear their belts so that they can be quickly identified and used as substitutes.
23. After a patrol member has allowed the children to start across the street, he or she should turn and watch for stragglers.
24. If a patrol member is stationed at a corner with a police officer, and the officer is called away because of an emergency, the patrol member should walk into the street and direct traffic.
25. If a patrol member performs properly, it is not necessary to wear the patrol belt.
26. When stationed at a post where there is a traffic signal, the only concern of the patrol member is that all cars stop for the red signal.

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*Handbook for Patrol Members, Chicago Motor Club

27. At a corner where there is not much traffic, a patrol member should stand at the side and allow the children to cross by themselves so that they will learn how to cross.

28. When a motorist stops and motions a patrol member to allow the children to cross, the patrol member should not do so until the motorist has started again and gone on.

29. Every patrol member serving on the patrol should be faithful and complete the term of duty as originally agreed.

30. All patrol problems should be discussed with the patrol officer and the patrol supervisors.

PART II — Select the one answer that you think best completes each of the following questions or statements and circle the letter.

31. Where does a patrol member stand while waiting for children to collect at the crossing?
    A. At the edge of the curb.
    B. In the middle of the street.
    C. On the sidewalk, one pace back from the curb.
    D. In the street, three paces from the curb.

32. At a post where parked cars do not obstruct the view, what should a patrol member do when there is a gap in traffic and it is safe for children to cross?
    A. Remain on the curb while the children cross the street.
    B. Escort the children across the street.
    C. Stand in the middle of the street while the children cross.

33. What ought a patrol member do if children from another school regularly disregard him even after he requests their cooperation?
    A. Report the matter to his patrol supervisor.
    B. Call another patrol member to help force the children to obey.
    C. Make the children cross at a different location.

34. What does a patrol member do as school children approach the crossing?
    A. Holds up a hand toward approaching traffic so cars will stop.
    B. Raises arms slightly to hold the children on the sidewalk.
    C. Walks three paces into the street to look for approaching traffic.

35. When can a patrol member safely allow children to start to cross the street?
    A. When cars are distant enough to permit children to reach the opposite curb before cars arrive.
    B. When he or she is sure that approaching motorists have seen the signal to stop.
    C. When cars are 125 feet away.

36. What should a patrol member do if a friend wishes to carry on a conversation with him while he is on duty?
    A. Report the friend to the principal so that he can be punished.
    B. Keep up the conversation so the friendship won't be lost.
    C. Arrange to see the friend after duty so the patrol member's attention won't be distracted.

37. If a parked car obstructs his view, what should a patrol member do?
  A. Call a policeman to remove the parked car.
  B. Walk to the middle of the street each time children cross.
  C. Remain standing in the street during his entire period of duty or until the parked car is moved.
  D. Step into the street just far enough to secure a clear view of traffic after each group of children has collected at his post.

38. When stationed at an intersection controlled by a police officer the function of the patrol member is to:
  A. At signal from police officer walk with children to center of street.
  B. Hold children on the sidewalk until police officer stops traffic.
  C. Direct traffic so that police can help children across street.

39. The best way to stay on the patrol is to:
  A. Become the most popular person in school.
  B. Perform patrol duties efficiently and cheerfully.
  C. Report the mistakes of the other patrol members.

40. Patrol members on duty at a corner controlled by a traffic signal should:
  A. Start children across the street when the amber light comes on.
  B. Instruct children to enter and cross the street as long as the green light shows.
  C. Have the children cross against the red light.
  D. Start the children across during the first part of the green light after waiting until cars are turning with the green light have cleared the crossing.

41. School children will respect and cooperate best with a patrol member who:
  A. Strictly commands their obedience.
  B. Seeks in a friendly manner to help them avoid accidents.
  C. Is a "good fellow" and doesn't always report students who have violated safety rules.

42. The proper place to ride bicycles is:
  A. On the right side of the street near the curb.
  B. On the left side of the street near the curb.
  C. Always on the sidewalk and never in the street.
  D. Anywhere in the street.

PART III — Complete the following by writing the correct word.

43. Patrol members should set a proper ________________ to all other children.

44. Bicyclists riding in the street are required by law to keep on the ________________

45. A patrol member should look, act, and be ________________ .

46. When children reach a crossing at the same time a car is approaching, the patrol member should stop the ________________

47. Patrol members should ________________ stop traffic.

48. A patrol member should permit nothing to divert his or her ________________ while on duty.

49. A patrol member should check traffic in ________________ directions before allowing classmates to cross.

50. The ________________ is the uniform by which motorists identify a patrol member performing street crossing duty.

SAFETY PATROL PLEDGE

I promise faithfully that, as a member of the Safety Patrol of my school, I will at all times do all in my power to protect all members of my school and other child pedestrians when they are crossing the street at my post, to guide my own conduct toward automobile traffic so as to set a proper example to all other children in my school, and to guard myself from accidents while on duty.

INNOCENT PEDESTRIAN*

One sunny afternoon I answered the phone and heard a neighbor excitedly ask if I would drive her to the hospital. Her daughter had just been taken there in an ambulance, and the mother was too upset to drive her car. I had heard the siren of the police cars a short time earlier; now I knew why.

On the way to the hospital, Mrs. Jordan told me what had happened, and it certainly proved the theory that an accident is the culmination of events.

Julie Jordan had started out to visit her grandfather, who lived less than two blocks away. She stepped off the curb, a short distance from the crosswalk at the corner. Just then she saw a motorcycle approaching from the right, so she waited patiently in the street next to the curb for it to pass the intersection. The motorcyclist didn't decrease his speed because he was on a through street. However, at that precise second, a car came out of a side street. The driver of the car was traveling the wrong way on a one-way street, so there was no stop sign when he arrived at the through street! The car struck the motorcycle, knocking its rider off, into the street. The motorcycle flew across the street and hit the girl standing there. Naturally, she and the motorcyclist were both injured.

Let's analyze this set of circumstances. Several actions were involved, and the omission of any one of them would have prevented this particular accident. Who was at fault in the accident? What might have been the man's reason for going in the wrong direction on a one-way street? Should he have stopped even though there was no stop sign? Should the motorcyclist have decreased his speed as he approached the corner? Did the pedestrian (Julie Jordan) do anything which was careless?

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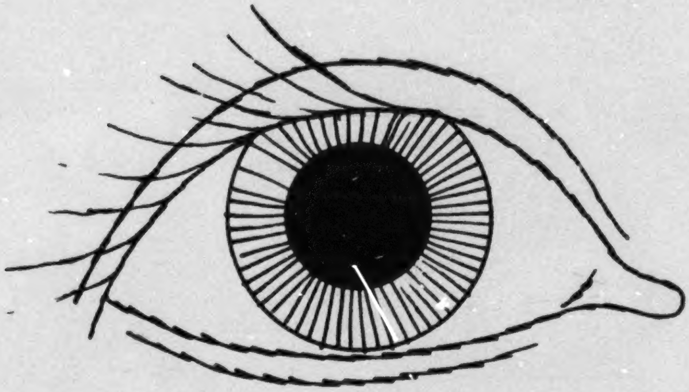
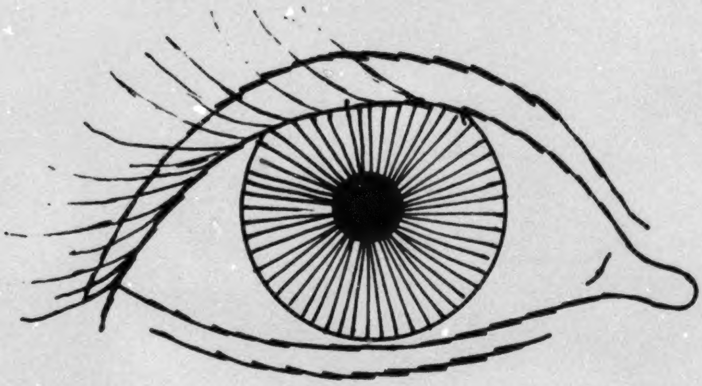
* *School Safety*, a publication of the National Safety Council, November-December, 1968.

Which eye is trying to see in a darkened room?

Which eye is trying to see in a normal room?





JOHN'S SAFETY TRIP*

"Hi, Mom. Did you hear what happened at school today?

"Well, you heard about John Stone's trip to school last week. He was feeling a little important, because he had been chosen to tell the kindergarteners about our safety patrol.

"John forgot to set his alarm clock in the excitement so he was a little late getting started. He was in such a hurry that he didn't even bother to look out the window or listen to the weather forecast on the radio. It was raining and a little cold, but John put on the first clothes he saw and didn't even think about a bright, warm jacket.

"John came to school a mess. He had a purple plaid shirt with an orange sweater and green striped pants. He had one blue and one gold sock. He put on his spring jacket which is navy blue. He rushed out of the house without even saying good-bye to his mother or eating a bite of breakfast.

"On his way to school. John didn't take the usual route. He didn't always use the sidewalks or intersections with safety patrols. He didn't notice the Kingston's "Beware of Dog" sign and climbed right over the fence, only to see their german shepherd nip at the bottom of his pants. You should have seen them!

"In the Walk's yard, John was running so fast he didn't see the hole Mr. Walk had dug for a new tree. John tripped, and the front of his pants were all wet and muddy.

"Onward John trudged, though. He jaywalked and walked in the middle of the street. Of course, in the gray, rainy weather with a navy blue jacket, many of the oncoming cars didn't see him until they were right on top of him, and if they hadn't been going slower and been extra careful because of the slick roads, it might have been too late for John.

"Of course, John was wet and cold too. He was in such a hurry that he didn't even notice one of his classmates, a safety patrol, signaling to stop and ran right in front of a car without even stopping to look. The car slammed on its brakes and skidded; but luckily, when John slipped because he was running across a slick street, he slipped to the left of the car's path.

"Well, John finally got to school. He was such a mess that the nurse sent him home to change clothes. Unfortunately, by this time he was sniffing, so his mother decided to keep him home, and he didn't get to give his talk anyway.

"We wouldn't know all these things except that Mr. Jenks, a policeman, was the driver of the car which almost hit John. He contacted Mr. Jones, the principal, and Mr. Jones decided to talk to John when he came back to school a few days later.

"As a result of John's carelessness, the school is stressing safety much more. Mr. Jenks came to school and talked to all the classes in an assembly. He stressed how important it is to be a careful pedestrian, and that we can't always trust motorists or the other guy.

"The school body also decided to have a safety committee. You'll never guess who was chosen chairman, mother."

"Oh, yes I can," answered mother. "Mrs. Smith, the chairman of the PTA Safety Committee, told me the same story and how John was chosen as chairman of the student safety committee."

"Oh, well. You weren't really guessing."

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* *School Safety*, a publication of the National Safety Council, March-April, 1968.

ON THE WAY*

It was Friday, after school, and Brian, Danny, and Kenny were so busy playing basketball at Hennings Park that they didn't notice how late it was getting. Before long the sun began to set and the boys realized it was time to start home.

"Gee, if I don't get home by dinner, Mom won't let me eat and won't give me any snacks until breakfast," said Brian. "Do either of you guys have a watch? We don't eat until 6:30 and maybe 'Mr. Sun' is trying to fool us."

"No, we don't have a watch," answered Danny and Kenny.

"Let's start walking home and see if we can find someone with a watch. Better yet, let's start running," said Brian.

The boys started running, but after a few blocks found themselves too tired to run.

"We should have played in the school playground rather than coming here today," said Danny.

"Yes, then we would have had only two blocks to walk instead of almost two miles," added Brian.

"Yes, but then there's all those little kids who keep getting in your way at the school playground," added Kenny. "Maybe my dad will drive by. He usually takes this route and should be coming home around this time if he isn't working late."

About a block further, the boys met Mrs. Johnson, Kenny's next door neighbor. "Can you tell us the time please?" questioned the three boys at once.

"I'm not sure," answered Mrs. Johnson. "I left my watch home. When I left about 15 or 20 minutes ago, it was about 6:15."

"Thank you, Mrs. Johnson," all three boys said at once.

"I guess that's why we haven't seen very many people," Brian added. "Everyone must be eating dinner."

Mrs. Johnson went on and the boys continued toward home. They still had almost a mile to go and only fifteen minutes in which to do it.

"Why don't we hitchhike?" suggested Brian. "Terry was in such a hurry that he decided to hitchhike even though his parents had told him never to accept a ride from a stranger. He thought just that once would be all right.

"Well, it didn't take Terry long to get a ride. He never did get to the place he was going but spent the night in a cornfield. He was lucky it wasn't winter and he didn't freeze to death or that the man who picked him up didn't really hurt him."

"That reminds me of what happened to one of my cousin's friends," started Kenny. "My cousin lives in the country, and one of the boys in his class, Robert French, didn't pay attention to the time and didn't start home from his friend's house until after dark.

"It was only a few blocks between the two boys' houses, but it was a very lonely few blocks. Robert started walking and after a block or so noticed a car following him very slowly. He guessed later that it followed him five minutes or so.

"Suddenly, the driver sped up and got right next to Robert.

" 'Hey, kid. You want a ride?' shouted the boy on the passenger's side.

"Robert began running and the boy on the passenger's side jumped out of the car. Luckily for Robert, since a teen-age boy is probably faster, the boy tripped and fell in the dirt. Robert saw no more of him after the scream he heard when the boy fell, but he ran all the way home.

"Robert's mom called the police and a few hours later they caught the two boys. The car the boys were driving was stolen and they were going for a little trip. We'll never know why they wanted to take Robert with them, but I don't think I'll let my imagination run away with me."

"Gee, that's really scary, Kenny," said Danny.

"Ever since then, Robert and his friends always call their parents whenever they think they'll be a little late. That way their parents don't worry as much and would begin looking for them if they were ever a little too late getting home," added Kenny.

"Gee, from now on, I think I'll always carry a dime," added Brian. "If I had had a dime, I could have called my mom and maybe knowing I'd be just a little late for dinner she wouldn't be so angry and would delay dinner for a few minutes."

The boys were almost home. Kenny started talking. "I just thought of something else that happened last year. This happened in the city and with a woman, too."

"Boy, what was it?" exclaimed the boys.

Kenny continued, "My mom takes my sister to this park a few blocks from our home. One day, last year, another lady brought her little girl to the same park and left her for a minute to go take care of her little baby. When she came back the little girl was missing."

"What happened?" said the other two boys.

Kenny continued, "This older lady came along and offered the little girl a piece of candy if she would show her where the zoo animals were. When the mother came back, the little girl was gone and the mother, after looking a few seconds, immediately contacted the police. There were several squad cars in the park area, and they found the older woman and the little girl in a few minutes."

"What a story!" said Brian. "Look, we're home. I sure hope I'm in time for dinner." He opened the door and to his surprise it was just 6:15.

"Hey, Kenny, your neighbor must not know how to tell time too well."

"Oh, I forgot!" said Kenny. "She always keeps her clock ahead 15 or 20 minutes so she's never late."

"Thanks guys. I'll see you tomorrow to play some more basketball. Get home as soon as you can! OK?"

"OK. We'll see you at 9:00 tomorrow morning," shouted the other two boys, as they ran down the street eager to get home in time for their dinners.

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* *School Safety*, a publication of the National Safety Council, September-November-December, 1968.

HISTORY OF THE BICYCLE

Egyptian, as well as Greek, works of art indicate that a crude two-wheeled vehicle propelled by the feet was known to the ancients. At a later time similar machines were used in England, France, and Germany. The forerunner of the modern bicycle, however, is more directly a nineteenth century development.

The Dandy Horse

The real history of the bicycle began when a Prince of Wales, later King George IV, of England made his first dashing appearance on a dandy horse. This machine became quite a fad with the rich and fashionable people of the day, but ordinary people could not afford it. That is why the name "dandy horse" was often applied to it. Other names for this same vehicle included hobby horse, walk along, swiftwalker, and Draisine.

The dandy horse was invented in 1816 by Baron von Drais, chief forester to the Grand Duke of Baden. He found his invention a valuable vehicle in covering the forest paths. It became the first practical bicycle.

The dandy horse or Draisine consisted of two wheels of equal size, arranged in tandem, and connected by a perch. The rider rested part of his weight on a wooden arm rest in front and propelled the machine by striking the ground with his feet — first one foot and then the other. A handle connected to the front wheel served as a means of steering the vehicle.

In 1839, Kirkpatrick Macmillan, a Scotsman, developed a bicycle more nearly like contemporary models. Cranks in the front were connected to the rear wheels by rods. By pedaling the cranks with the feet, the rider could propel the machine without touching the ground. Wooden wheels and iron tires made the ride very rough.

Light metal wheels with wire spokes and solid rubber tires replaced the wood and iron versions in the 1860's.

The Ordinary

The first all-metal bicycle was produced in the 1870's. It had a very large front wheel and a very small rear wheel. In some models the front wheel was five feet high, or even higher, while the diameter of the rear wheel was as little as twelve inches. The larger the front wheel, the greater the distance traveled at each turn of the pedals attached to the front axle. Consequently, the tall man with the larger wheel had decided advantage in speed over the small man. Speeds of thirty miles an hour or more could be attained by a powerful person without too much exertion.

The average ordinary of 1870, sometimes called a roadster, weighed 65 pounds versus the about 35 pounds for an American lightweight bicycle. The ordinary became quite popular, but it had serious defects. Most important, it was not safe. The size, weight, and difficulty in mounting this bicycle coupled with the fact that the seat was more than five feet above the ground and nearly over the center of the large front wheel, made falls somewhat frequent and dangerous.

The First Safety Bicycle

In 1874, the first safety bicycles were made. They were the prototype of the present-day, stream-lined, balloon-tired bicycle. Their front and rear wheels were the same diameter, making them much safer than their predecessor, the ordinary. A chain drive transmitted power from the pedals to the rear wheels, and was geared in such a manner that a small cyclist had relatively the same advantage as a larger one.

This bicycle solved the problem of achieving speed with safety, and ushered in the golden era of the bicycle during the gay nineties. The popularity of the bicycle was marked during the late nineteenth and early twentieth centuries. While numerous refinements were still to be developed, the modern bicycle generally resembles the bicycles of this earlier period. Some of the early types, however, have largely disappeared from use. Seldom seen today are the companionable or tandem for two or more persons.

The Modern Bicycle

The modern bicycle differs from its immediate predecessor chiefly in the matter of refinements. The pneumatic tire, for example, did much to add to the comfort of bicycling. It was patented in 1888 by John B. Dunlop, and Irish surgeon. He developed the idea for the modern tire by fitting pieces of ordinary garden hose around the wheels of his son's bicycle.

The most significant safety feature of the modern bicycle is the coaster brake. This remarkable mechanism enables the cyclist to coast or to stop quickly at will. Coasting is achieved merely by refraining from pedaling which puts the bike in "free-wheeling." Braking is accomplished by pressing backward on one of the pedals. This action wedges a shoe against a brake drum, thus reducing speed or stopping the bicycle depending upon the amount of pressure applied.

Other refinements in the modern bicycle include adjustable handlebars and cushion saddles, drop frames for ladies' bicycles, balloon tires, variable gears on some lightweight bicycles, front wheel and hand brakes, electric headlamps and sound warning devices and many useful accessories.

The Lightweight Modern

The lightweight bike has become quite popular during the last decade. It differs from per-World War II models primarily in frame structure and tire style. In some respects it resembles a racing bike in simplicity of lines and lack of adornment while, at the same time, retaining the comfort and functional features of traditional models.

BICYCLE SAFETY CHECK LIST

Answer YES or NO in the margin next to each of the following questions.

1. Are your handlegrips tight?
2. Are your handlebars adjusted properly?
3. Is your seat at the right height? Is it tight?
4. Is your seat at a comfortable angle (nearly level)?
5. Do your brakes work easily?
6. Do your brakes sometimes slip?
7. Does your bicycle coast easily?
8. Have you checked your chain tension?
9. Is the chain properly adjusted?
10. Are your pedals working properly?
11. Do the pedals have a gripper surface (rubber pad or bar)?
12. Have I put reflector tape on my pedals to make me more visible to motorists and pedestrians?
13. Does your bicycle have a horn or bell?
14. Does your bicycle have a clean, red reflector on the rear for additional safety?
15. If you ride at night, does your bicycle also have a headlight? Is it clean?
16. Are the batteries in my light still good?
17. If you ride at night, does your bicycle also have a red light on the rear?
18. Are my wheels aligned so that my front and rear wheels do not wobble?
19. Do I have any bent spokes to straighten?
20. Are my tires worn?
21. Check the pressure in your bicycle tires: Front tire ________ lb; rear tire ________ lb. Is this the recommended pressure stated on the side of your tires?
22. Do valve cores point directly to the center of the wheels? Are all spokes tight?
23. Did I check strange noises to make sure there are no loose parts?

SHORTCUT TO ETERNITY — ALMOST!*

by Ken Beachy

I will always remember a sunny July day last year and my experience on a train trestle.

Steve, my best friend, and I had been planning a fishing trip for several weeks. We were real fishing nuts and we had new racing bicycles. So at 7:00 a.m. we excitedly set out for our first fishing trip alone.

Our destination was the Sandy River east of Portland. We had fished the Sandy often with our folks and were familiar with the entire area. We reached Troutdale, a small town located on the river, about 8:30. When we turned down a path along the river's edge we were disappointed to see a long sandbar about 12 inches beneath the water's surface. It extended perhaps 100 feet from the bank. The summer dry spell had made our side of the river no good for fishing but the other side looked like it would be deeper near the bank.

How to get across was a problem because the nearest bridge was at least a mile away and we were anxious to start fishing.

Then we remembered the nearby railroad trestle. It would make a fast shortcut for us, we thought.

When we were about a quarter of the way across, wheeling our bikes, newspaper stories of car-train wrecks at railroad crossings began to flash through my mind. I then thought of what could happen to us on that trestle if a train should come along.

I wasn't too worried, though—at that time I didn't realize we were on the main rail line going east from Portland.

I took a few more steps, but I couldn't shake the uneasy feeling. So I stopped and talked Steve into turning back. It wasn't hard to do—he too had a few qualms about what we were doing. We turned our bikes around and were soon back on the river bank.

Just a minute later, a huge Union Pacific Domeliner roared down the track and across the trestle. Steve and I looked at each other, realizing that if we had gone on across instead of turning back when we did we would have been finished.

And I wouldn't be telling this story. Walking trestles is fun but it certainly can be dangerous—what looks like a little spur track might well be a main rail line.

Shortly after the train passed, two shaky boys pedaled over to the bridge. It was a mile we didn't mind traveling now. We had learned the easy way that there is no shortcut in safety.

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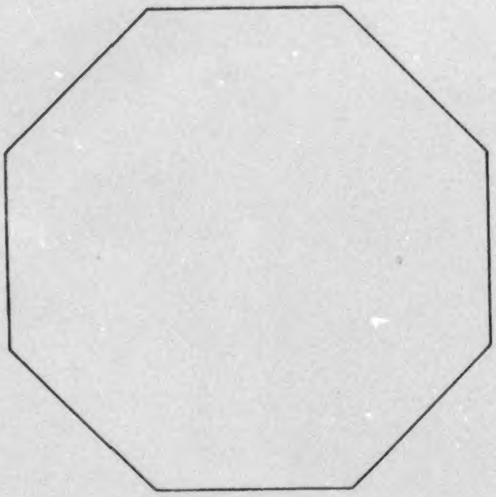
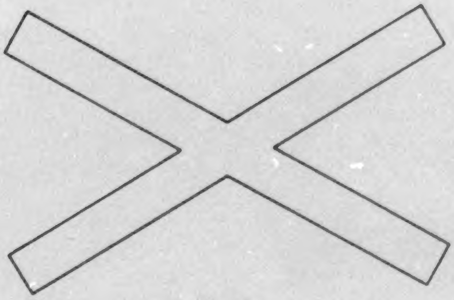
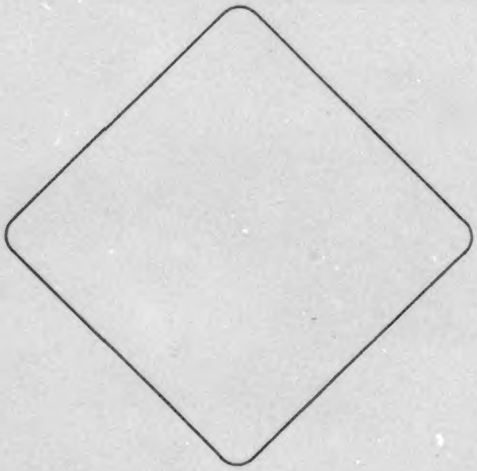
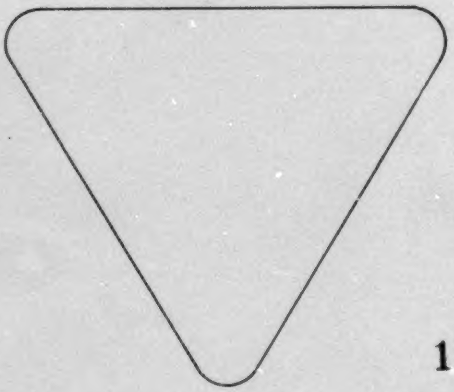
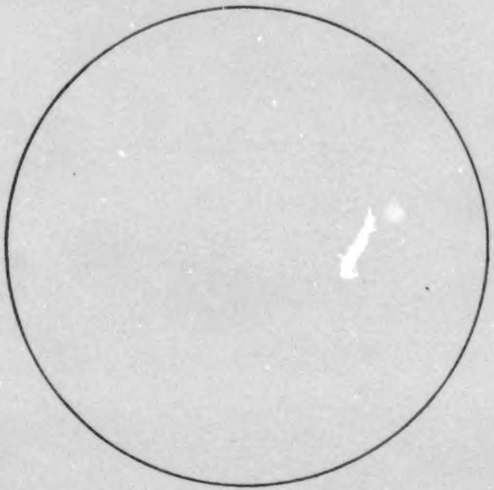
* *School Safety*, a publication of the National Safety Council, March-April, 1968.

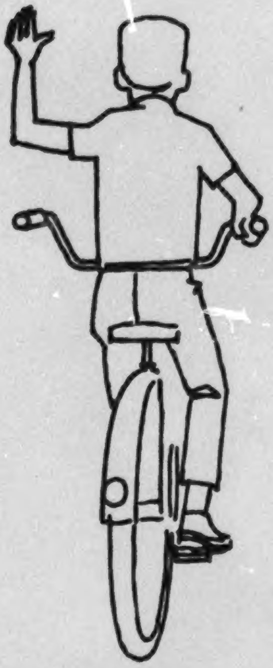




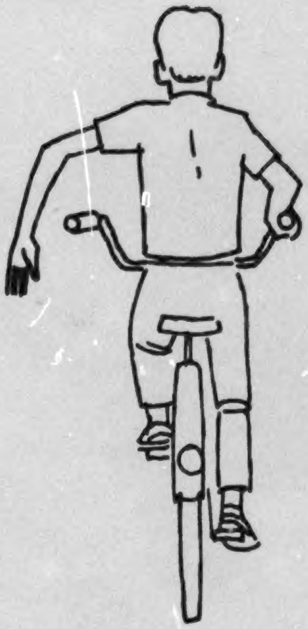




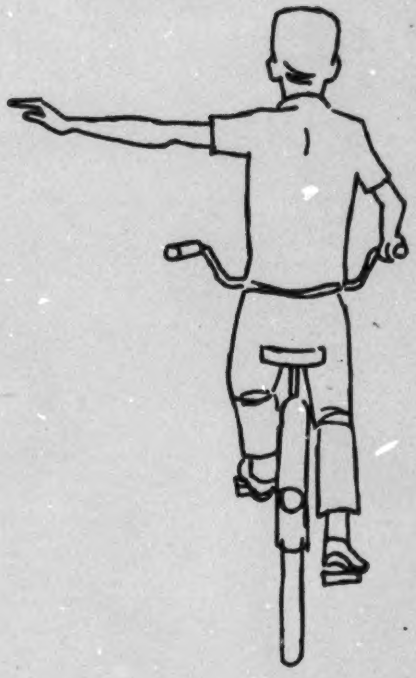




RIGHT TURN



SLOWING
OR STOPPING



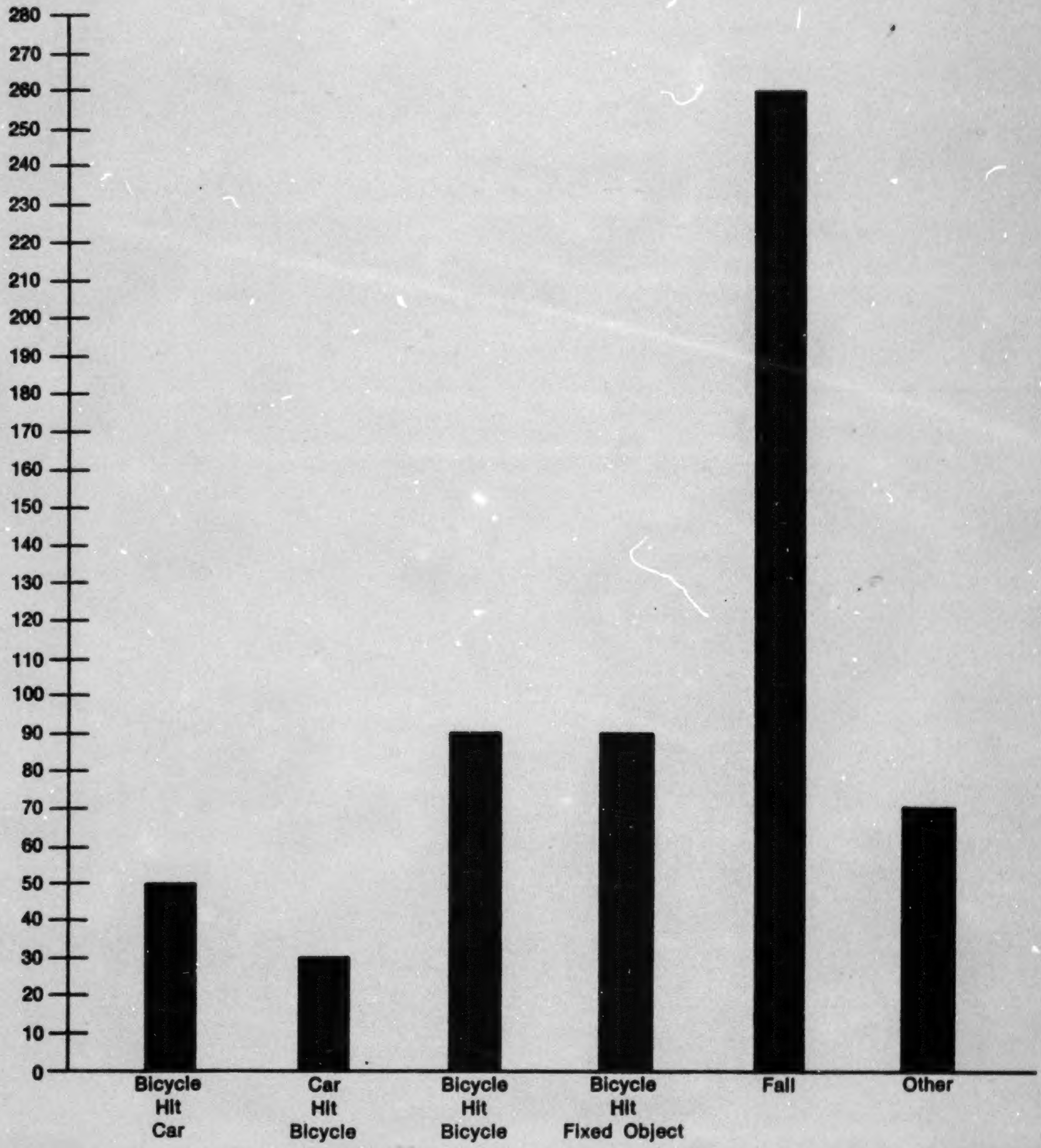
LEFT TURN

TABLE 1

Type of Accident By Month

Month	Bicycle Hit Car	Car Hit Bicycle	Bicycle Hit Bicycle	Bicycle Hit Fixed Object	Fall	Other	Total
January – February	11	13	35	32	68	14	173
March	13	9	22	16	82	25	167
April	26	10	73	58	233	50	450
May	24	21	75	51	186	63	420
June	32	24	95	60	217	47	475
July	50	28	96	97	261	66	598
August	18	13	43	35	165	58	332
September	12	6	36	26	100	28	208
October	9	10	13	20	63	20	135
November-December	8	8	17	16	75	13	137
Total	203	142	505	411	1450	384	3095

JULY



TYPES OF ACCIDENTS ON BICYCLES

TABLE 2

Number of Accidents In Each Month By The Light Conditions

Month	Dawn/Dusk	Daylight	Darkness	Total
January	6	77	6	89
February	8	63	4	75
March	16	140	6	162
April	36	395	13	444
May	26	370	14	410
June	26	428	9	463
July	40	539	11	590
August	15	292	8	315
September	21	175	4	200
October	11	121	1	133
November	8	61	4	73
December	6	50	0	56
Total	219	2711	80	3010

TABLE 3

Type of Accidents by Light Conditions

Accident	Dawn/Dusk	Daylight	Darkness	Total
Bicycle hit car	26	240	10	276
Car hit bicycle	15	158	11	184
Bicycle hit bicycle	42	560	15	617
Bicycle hit fixed object	34	470	14	518
Fall	109	1674	31	1814
Other	39	406	15	460
Total	265	3508	96	3869

TABLE 4

Type of Accident At Various Locations

Location	Bicycle Hit Car	Car Hit Bicycle	Bicycle Hit Bicycle	Bicycle Hit Fixed Object	Fall	Total
Street Intersection	50	64	99	39	170	422
Street Between Intersections	147	47	211	124	610	1139
Alley	9	10	9	18	29	75
Driveway	24	26	75	86	346	557
Driveway/Alley Intersection	21	17	28	18	52	136
Sidewalk	12	7	97	137	366	619
Parking Lot	10	10	22	17	61	120
Playground	0	0	24	16	36	76
Bicycle Path	1	1	23	34	40	99
Other	9	14	53	59	185	320
Total	283	196	641	548	1895	3563

TABLE 5

Type of Accident by Type of Bicycle

Type of Accident	Boys Middleweight	Girls Middleweight	Boys Lightweight	Girls Lightweight	Boys High Rise	Girls High Rise	Total
Bicycle Hit Car	109	58	23	9	62	12	273
Car Hit Bicycle	66	40	19	4	46	8	183
Bicycle Hit Bicycle	161	184	38	13	184	53	633
Bicycle Hit Fixed Object	134	153	28	8	149	48	520
Fall	389	688	54	35	439	228	1833
Total	859	1123	162	69	880	349	3442

HISTORY OF SAFETY BELTS*

Cars had safety belts before airplanes. In 1885, the early autos, or horseless carriages, had belts which prevented passengers from bouncing out of vehicles on rough, rutted roads.

In 1901, a United States Army airplane was equipped with a leather strap. As early as 1935, G. J. Strickland, founder of the Automobile Safety League of America, recommended factory installation of safety belts in cars. About 15 years later, the Nash-Kelvinator Corporation introduced the first factory installed safety belts in cars. However, until 1965 safety belts were not installed as standard equipment in all cars.

SAFETY RULES FOR PASSENGERS

1. When exiting or entering a car, always use the curb side of the street.
2. Don't get out of double parked cars.
3. Don't dash between cars after getting out of a car.
4. Once in the car, lock the doors and fasten your safety belts.
5. Always remain seated.
6. Keep head and arms inside the car.
7. Keep hands off doorknobs and handles.
8. Be cautious when closing the door and windows.
9. Keep hands and feet away from steering wheel or other driving devices.
10. Do not climb from front to back seat or vice versa.
11. Keep activity and noise at a controlled level and don't "horse play."

SAFETY BELT*

The safety belt. What if you were assigned to write an essay on that subject? What would you say? You'd probably have to think about it for a long time, wouldn't you? Maybe one of the questions you'd ask yourself would be: How often do I wear a safety belt?

Well, how often do you? Probably not as often as you should, which is every time you get in the car. A lot of people don't put them on because somewhere they've gotten some wrong ideas about safety belts.

First there are the people who never wear safety belts. Every new car is equipped with belts, and they are there to be used. But maybe you know people like Joe Brown and his family. They thought of safety belts as sort of good luck charms. They didn't have to wear the belts; just having them in the car was sure to ward off accidents. But it didn't work that way. Joe spent quite a lot of time in the hospital because he wasn't wearing his safety belt when his Dad had to make a sudden stop one day.

Or maybe you've heard of someone like Judy Norris. The safety belt philosophy around her house goes something like this: When you travel on highways at high speeds, then you must wear a safety belt. But belts are too much bother to worry about when you are just driving around town at slow speeds.

It's plain to see that Judy and her family don't know the real facts about accidents. They don't know that half of all the accidents in which people are injured happen when the cars are going at speeds of 40 miles per hour or less.

And have you ever met Stuart Gray? His older brother Jim knows a lot about cars, so when Jim talks about them, Stuart listens. Jim says that it's better to be thrown clear of a wreck than to be trapped by safety belts inside the car. Jim says he has friends who have been thrown clear and walked away from a crash without a scratch.

That may be true in some cases, but if Stuart were to prick up his ears and listen to some real experts, he might be able to tell Jim a thing or two. He could tell Jim that statistics show the chance of surviving a crash is five times as great if you stay inside the car—where your safety belts will keep you.

You probably know someone like Janet Lindsay, too. Her mother drives a sleek new convertible, and it's a big treat to get a ride in it. You never have to fuss with safety belts in that car. You've heard Mrs. Lindsay say this: "I don't want to be trapped in a convertible if it rolls over. I'd rather be thrown clear."

What Mrs. Lindsay doesn't know is that only 20 per cent of all serious accidents involve a rollover. And with or without safety belts, a rollover in a convertible is dangerous. In the 80 per cent of accidents that don't involve a rollover, the odds in favor of survival are still five to one if safety belts are used.

People like the Gilroy twins, Kate and Sheila, are pretty common, too. You've probably seen them a lot. They always look as if they just stepped out of a bandbox, they're so neat and clean. To make sure they don't get all wrinkled and crushed and twisted on their way to church or school, they don't wear their safety belts. Their Mom says it's all right because there's not much chance of being in an accident when you're just driving in your own neighborhood.

Mrs. Gilroy is taking a big chance. She doesn't realize that half of all traffic deaths occur within 25 miles of home. If she did, she wouldn't mind if Kate and Sheila got a few wrinkles when they rode in the car.

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* *School Safety*, a publication of the National Safety Council, January-February, 1969.

Frank Myer's father is a lot like someone you know, too. Mr. Myer has never had an accident. He prides himself on his good driving record and his knowledge of the safe action to take in every driving situation. "My family doesn't need safety belts," he says often. "I'm a careful driver."

What Frank's father doesn't know is that four out of five drivers involved in a crash, have never had an accident before, either. And most of them probably consider themselves good, careful drivers.

Bruce Fulsom may be a familiar character to you. He's a real go-getter, always on the move. He just can't seem to sit still for a minute. He's pretty bright about most things. He knows the importance of wearing a safety belt. But he just doesn't like to be tied down to one spot. So he adjusts the safety belt to make it loose. Someone had better tell Bruce that the only way to get maximum protection from a safety belt is to put it snug. The more snug it is, the less the danger of being thrown forward into the windshield or the front seat, and the more chance of staying in the car during a crash.

You've heard of or actually known many people like Joe, Judy, Stuart, Janet, Kate and Sheila, Frank, Bruce, and their families. They all have one thing in common: they aren't using their safety belts properly for reasons that just don't make sense when you compare them with the facts. Here is the most telling fact of all: authorities estimate that more than 5,000 lives could be saved every year if everyone who rides in a car would automatically buckle up all the time.

WHAT IS AN AIR BAG?

Auto seat belts, which have been required on new cars [since 1967,] are ignored by 80 per cent of the drivers on the road, says the National Highway Safety Bureau." Concerned auto-safety engineers believe the motorist must be protected without his having to think about it, and they are pushing development of what could be the best motorist protector yet — the expolding air cushion.

These cushions, or air bags as the auto industry calls them, are designed to pop out of the steering wheel and glove compartment in an accident to keep driver and front-seat passenger from crashing into the dashboard or windshield. The nylon ballons then quickly deflate, freeing the motorist to cope with his car if it should still be moving. The entire protective cycle occurs in a half second, or the time it takes to sneeze. The safety pillows are set off by electric or mechanical sensors only when a car is hit by an impact equal to that of slamming into a stone wall at 8 miles an hous.*

An air bag is a passive restraint system that:

1. Works automatically only when needed — in an injury-threatening car crash. It is triggered by sensors as the crash begins and inflates in less than 25/1000 of a second — literally quicker than the blink of an eye.

2. Gently, bouyantly spreads the force of the crash evenly across the protected crash occupant's body, rather than concentrating it harmfully at a few points. During the critical split second of the crash, the bag becomes an energy-absorbing shield between the protected crash occupant and the hazardous, hard, sharp interior structure that the occupant otherwise might smash against.

3. Does its protective work during the instant of the crash, then deflates — so rapidly that the protected crash occupant doesn't realize the bag was there until after it's out of his or her way.

4. Is entirely unobtrusive and inoffensive to the people it protects. The bag is stored completely out of sight when not needed; it requires no prior action by the user (such as buckling seat belts), and it interfers in no way with the operation of the vehilcle.

5. Is required to meet injury-prevention criteria far tougher than safety belts (even when used) must meet in comparable crashes. Has successfully been subjected to more than 70 million miles of real-world driving, not to speak of millions of miles of laboratory and controlled-environment testing.†

*from *Newsweek*, September 8, 1969.

†from *Status Report*, newsletter of the Insurance Institute for Highway Safety, September 9, 1974.

WHO NEEDS THE SILLY THINGS*

By Marguerite Atcheson

Nancy and I made faces at each other, which meant "Why do we put up with this old crab?"

We were still feeling cross with Dad because a whole day of our precious vacation had been wasted for safety belts to be installed in our car. The garage had been unable to get them in time.

"Sorry, gang," Dad had said, "we can't leave until day after tomorrow."

"Oh, Dad, I've told all the kids . . ."

"But, Tom! There's no food in the house."

"Aw, gee, Dad, who needs safety belts?"

"We do — and we're NOT leaving wtihout them." Dad's stern voice stopped the clamor, and each of us sulked in his own way.

The next day passed in gloomy and sullen impatience. Dad was so scorned by the family that he finally went down to the garage to spend the time. But the day was finally over, and the next morning we were finally on our way.

With Dad's constant reminders, fastening the safety belts became almost routine, and as the trip got underway we forgave him his fussiness and began to enjoy ourselves. Soon we were having the time of our lives. We laughed through three happy weeks, and then, suddenly, it was the last day and we were on our way home.

It was just after dawn when we left the motel and Dad called out, "Have you all fastened your safety belts?"

Nancy nudged me, and we made our special faces at each other, giggling as we pulled the belts firmly around our hips. We hadn't even needed the silly things, I thought, but I felt limp and sleepy and it did seem sort of comfortable and secure around me. I closed my eyes, enjoying the cool morning air on my face. The traffic was light, Dad was making good time along the narrow desert road, and soon the huming of the tires made me doze off.

In the middle of a happy dream, Nancy screamed. I opened my eyes to see a car coming straight for us — on our side of the road! Nearer it came, its headlights like monster's eyes. Dad swerved onto the shoulder — too late!

The crash . . . the sickening squeal of tires . . . dizzy skidding . . . turning, turning . . . Dad desperately holding the wheel. And then we hit a sand bank — and stopped.

For a second there was silence, and then Mother's anxious: "Are you all right?"

People came running and tried to get us out. The doors were jammed, holding Mother and Dad in. The back seat had been whipped out from under us, and Nancy and I sat on the bare metal underneath, but the safety belts held us firm.

When the ambulance came, not one of us needed it, though our car went to the scrap heap.

The policemen took us back to town said they had never seen an accident as bad as that without at least one death.

Our only injuries were minor cuts, and later we compared the black bruises around our stomachs made by the safety belts. They saved our lives, and never again would we have to be told, "Fasten your safety belts!"

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*from *School Safety*, March-April, 1970.

EMERGENCY RULES

1. Stay in your seat until driver tells you what to do. Don't panic and move without thinking.
2. Don't touch emergency equipment or safety releases until told to do so by the driver or bus patrol.

USING THE EMERGENCY EXIT

1. Let those closest to the exit go first. Crowding will delay everyone. Keep orderly.
2. Duck your head as you go out.
3. Wrap loose clothing (e.g., coat edges, shirt tails) around you so you won't get caught.
4. Keep your hands free, leaving everything behind. Your life is worth more than your lunchbox.
5. Bend your knees if it's a big jump down.
6. Get away from the exit so others can follow.

CODE OF BEHAVIOR ON SCHOOL BUSES

1. On roadways where there are no sidewalks, walk facing traffic, single file.
2. While waiting for the school bus, do not run around or play games.
3. Be on time at the designated pick-up point. *The bus cannot wait*.
4. Approach the bus only when it has stopped.
5. Proceed to assigned seat, using handrails, and stay there until the bus arrives at the discharge point. When seated, keep feet out of aisles.
6. Place no books or equipment in the aisle.
7. Always keep your seat in the bus — *no standing*.
8. Always keep heads, hands and arms in the bus.
9. There is to be no eating of food on school buses. Help keep the bus clean, sanitary, and orderly.
10. Cooperate with the driver — no talking to the driver while the bus is in motion.
11. *However,* report any emergency to the driver.
12. Remain in your seat until vehicle has come to a complete stop.
13. Leave bus at the designated stop. Cross in front of bus when crossing highway, and at least 10 feet in front of bus.
14. The school bus is a classroom on wheels; act in a school bus as you would in the classroom.
15. Respect and be courteous to your school bus driver. He has a very important job to do and he needs your help.
16. Avoid unnecessary disturbing noises; do not shout at passing persons or vehicles.
17. Use no profane or vulgar language.
18. Treat your bus equipment as you would valuable furniture in your home. Damage to bus equipment must be paid for by the offender.

Taking the bus to school is something you probably do five days a week and about 250 times a year. It goes something like this, doesn't it? Every morning you jump — or maybe crawl — out of bed at 7:30 a.m. You wash your hands and face (don't forget your ears!) and eat your eggs, toast, and cereal. Then you brush your teeth, kiss mom good-by and run to meet your friend Tim. Maybe once in awhile you'll forget your lunch or a book and you'll have to go back, but most every day you follow the same routine.

Those first few mornings when you were just learning to take the bus, you were probably not quite sure how to go about it, so you were extra watchful crossing those strange streets and pretty careful about how you acted on the bus.

But now you're an old hand at it, so why not, just walk across the street without looking? You've crossed it every morning all year and there are never any cars passing.

How about racing Tim to the bus stop? It's faster and more fun to run than walk. And it also means you can sleep a little bit longer.

And then when the bus comes why not push and shove for a good seat? You've been riding the bus so long you deserve one.

When you're finally on the bus, there's no reason to stay seated. You're not going to trip or fall when the bus jiggles — you're used to all the bounces and jerks.

And since you know your busmates so well, you can clown around all the way. Besides, it's fun to throw paper airplanes at kids' heads — especially the ones who are sitting quietly and facing forward — they never fight back.

Why not just do what you want? The bus driver won't care — he's an old friend. He'd never get mad.

Everything that you do in the morning has become such a habit that you don't even have to about it. You could probably do it all with your eyes closed. As a matter of fact, how about it? That's a new one to make that boring morning walk a little more interesting. Sure, why not make it fun?

You want to know why not? Here's one reason: Eleven-year-old Leslie Duff of Newport Beach, California, thought it would be funny to kick at a classmate on the bus. Leslie kicked and lost her balance. She was crushed to death beneath the wheels of the bus she probably rode very day.

And here's another reason — Ned McConnell was running to catch his school bus when he slipped on the ice and fell under the wheel. He was killed.

And you think your friend the bus driver isn't bothered by fun and games? It bothered one bus driver in Connecticut. Two boys (maybe just like you and Tim?) were fighting. This distracted their friend the bus driver and he ran his bus off the road into a tree.

What happens when it gets noisy in the bus and you want to find out what Tim's doing after school? He's way up in front of the bus so you yell at him. How can that annoy the bus driver? He can still see the road, can't he? Well, it just so happens that, at the same time, Mary wants to know what Carol's doing after school, and Larry wants to find out if Hal will play basketball at recess. Also, Susie is asking Joe if he did problem four in the math homework and Karen is shouting about trading a peanut butter sandwich for a roast beef. It all adds up to a lot of noise for the bus driver.

Don't you wonder how he'll hear tha ambulance siren or that railroad signal? One child died and 23 were injured because a bus driver couldn't hear. The suburban New York bus had stopped at a track crossing. The driver probably looked both ways and couldn't see anything so he started across. If he had been able to hear, he wouldn't have pulled right into the path of a speeding train.

There's enough proof right here. If you're taking your school bus behavior for granted, it could mean trouble. Think about all those little things you do every morning when you take the bus. Don't let bad school bus habits become part of your morning routine. Get out of that dangerous rut and back on the road to school bus safety.

Follow the example of those kids sitting quietly and facing forward. They're saving their energy for recess at the school playground and — look out — they just might outrun you today.

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*Text from *School Safety*, a publication of the National Safety Council, September-October, 1968.

LIGHTWEIGHT TOURING BICYCLE

Lightweight bicycles are designed for the adult rider. They are light, fast and easy to pedal. The number of models and different features in the lightweights is endless.

The lightweight touring bicycle is a good bicycle for long trips, daily riding or simply riding around the neighborhood.

Written Test: (Fill in the correct answers from the choices below.)

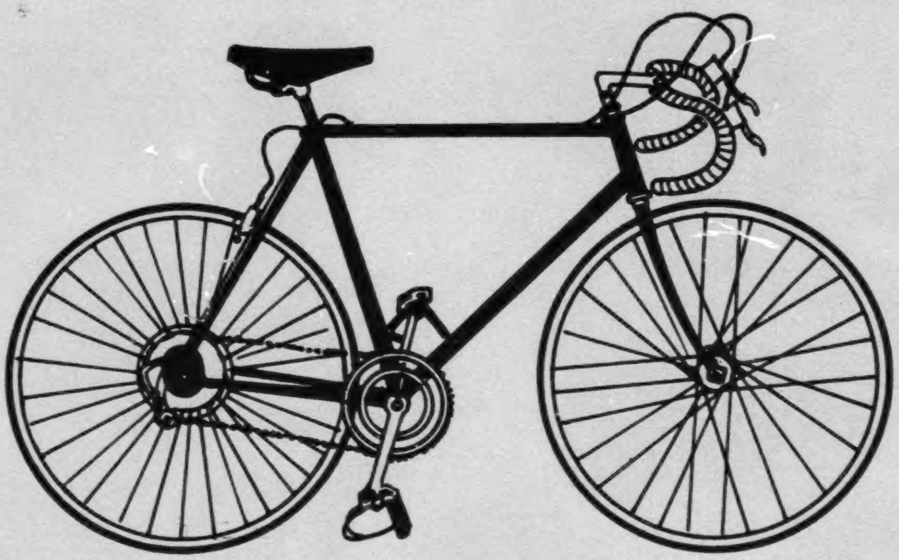
Choices:

pedal adults features long models light

These bicycles are made mostly for ____________. People like them because they are fast, ____________,

and easy to ____________. There are many ____________ with many different ____________.

The lightweight touring bicycle is good for both ____________ and short trips.



LIGHTWEIGHT RECREATIONAL BICYCLE
(MIDDLEWEIGHT)

The most popular lightweight bicycle for both adults and older boys and girls is the three-speed model with hand-operated brakes. It is tough, sturdy and easy to ride.

These bicycles come in several different frames and wheel-sizes to fit different sized persons.

The hand-operated brakes are located on the handle bars of the bicycle. When an individual wants to stop, both front and rear hand brakes must be used at the same time. Stopping by using only the front wheel is dangerous. This could cause the bicycle driver to loose control of the bicycle.

Written Test: (Fill in the correct answers from the choices below.)

Choices:
frames wheel sturdy easy tough speed control hand-operated

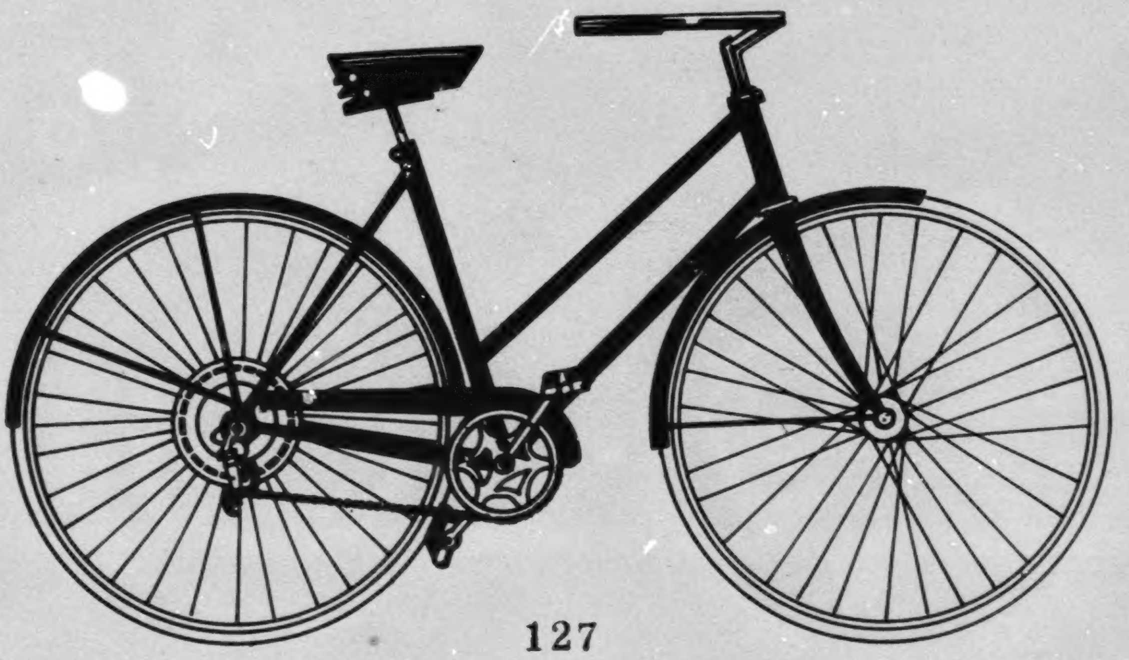
hands dangerous brakes bicycle

The three- __________ model bicycle with __________ brakes is one of the most popular. Three reasons why they are so popular are that they are __________ , __________ and __________ to ride.

Because people come in different sizes, these bicycles come in different __________ and __________ sizes.

The hand-operated __________ are on the handle bars and you use your __________ instead of your feet to stop the bicycle.

It is __________ to stop only by the front wheel because you could lose __________ of the bicycle.



HIGH-RISE BICYCLE

The high-rise bicycle is known for small wheels, long saddle and the high position of its handle bars. It is a style that is popular with younger children.

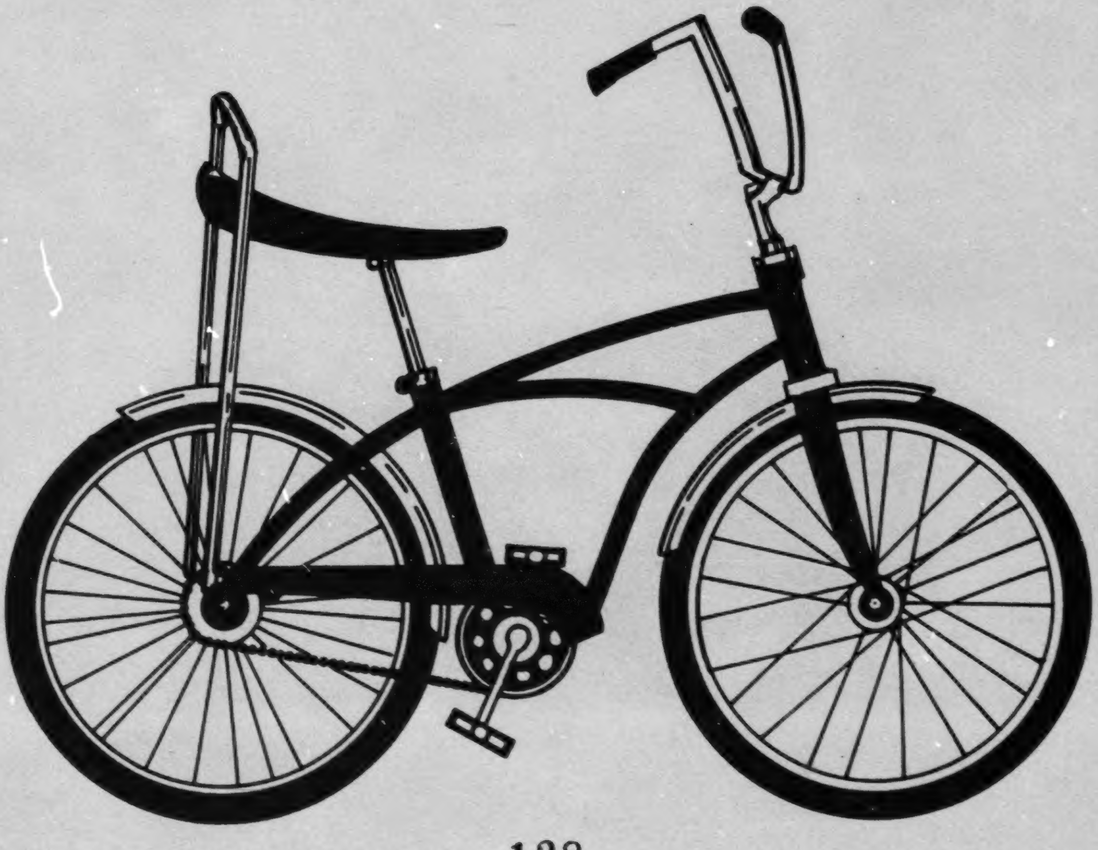
The high-risers are designed for fun. They come with one-to five-speed gears, foot or hand brakes and many different extras.

Written Test: (Fill in the correct answers from the choices below.)

Choices:
five children handle bars wheels foot high-riser

The ____________ is made mostly for ____________. It has high ____________, small ____________ and a long saddle.

The high-riser comes in many different models with one-to ____________-speed gears and hand or ____________ brakes.



Fitting your bicycle correctly is one of the most important points to safe-total riding performance. It is impossible to over-emphasize this point!

Bicycle riding is unique in that it exercises all muscles. When your muscles are used in teamwork, cycling becomes a real pleasure and fatigue is greatly diminished. Correct seat positioning — height, angle and location — is very important if this teamwork and real pleasure are to be achieved.

Proper seat positioning is usually determined by having someone hold the bicycle upright, seating the rider solidly on the saddle, placing the heels on the pedals and rotating the cranks until one pedal is at the bottom position. The seat height is raised until the rider's leg is straight. When the ball of the foot is placed on the pedal, there will be just a slight bend in the leg. (See diagram on following page.)

When the seat is too low, it is not possible to use the ankles properly. Instead of a smooth, continuous flow of power, the rider with a low seat propels his bicycle with a series of leg thrusts. This contributes to the wobbling ride and rapid fatigue so common with the inexperienced rider. Too high a seat prevents effective use of the legs and leads to a rough ride when roads are bumpy.

Another method of determining the proper-sized bike is on the length of your legs. Measure the length of the leg from the crotch to the floor in flat-heeled shoes. Find where this measurement fits closest to the wheel and frame sizes available. (This information can be found in *Bicycle Rules of the Road,* page 74.) Remember that the height of the saddle can be adjusted about two inches up or down for maximum comfort.

HANDOUT

BICYCLE INSPECTION

Bicycles should be checked to make sure that they are in safe operating condition. The best way to do this is to do it yourself. This allows you the owner the chance to see what is wrong and correct it yourself.

The following inspections should be made. Place a *check* next to those items that are OK. Place a *cross* (x) in those areas of concern (i.e., Needs Adjusting, Too Much Air, etc.) that need additional work and repair.

BICYCLE INSPECTION RECORD

Parts of Bike	OK	Needs Cementing	Needs Tightening	Needs Adjusting	Needed	Too Much Air	Not Enough Air	Broken	Needs Repair
Hand Grips									
Handle Bars									
Horn or Bell									
Pedals									
Seat									
Spokes									
Sprocket Chain									
Chain Guard									
Frame									
Brakes									
Tires									
Tire Valve									
Light									

Brake: A coaster brake in good condition is essential for a safe bicycle. The brake should be powerful enough to make the brake wheels skid on dry, level, clean pavement.

Horn or *Bell:* A warning device such as a horn or bell, capable of giving a signal audible for a distance of at least 100 feet. Whistles or sirens are not acceptable for this purpose.

Headlight: Is required for night riding; it must be at least 1½ inches in diameter and so designed as to make it visible ahead from a distance of at least 500 feet.

Rear Red Reflector: Is required for night riding; it must be at least 1½ inches in diameter and so designed to make it visible from a distance of at least 500 feet from the headlights of an approaching car.

Know Your Bicycle: In order to keep a bicycle in safe operating condition, it is necessary for the rider to know the parts of the bicycle and those points which required regular attention. There are many minor repairs which the bicycle owner should be taught to do for himself. However, unless the rider has had training in how to service his bicycle, he should take it to his bicycle dealer or a competent mechanic for all major repairs.

Hand brake: The brake, whether operated by the foot or the hand, is the main safety device of the bicycle. Check the brake frequently and keep it in good working order. Keep sides of wheel rims free of dirt, oil and wax. Check bolts and nuts on caliper brake and hand lever to make sure they are tight. Oil lightly every 30 days the pivot bolt by the brake arms. When the brake shoes become worn or the control cable needs adjusting, go to your bicycle shop.

Pedals: Oil pedal bearings by unscrewing the dust cap on the end and loosening the lock nut and cone. Oil the end next to the crank also.

Handle bars: Tighten surely. Replace hand grips, if necessary. Hand grips should be level with frame and a little higher than the seat. Make sure they are cemented tightly. Oil the steering head bearings by loosening the lock nut and cone at the top of the frame. Oil bearings at bottom of column by dropping fork assembly away from column.

Alignment of Wheels: To align wheels spin them freely and note whether they rub against the forks or any part of fenders. If they do, make sure to adjust wheels properly in frame. If they continue to rub, the wheel is not true. This can be corrected by tightening every other spoke that goes to the hub on the side away from the one that rubs, until the wheel is true. Remember to tighten all spokes evenly.

Tires: The tires are an important factor in the operation of the bicycle. To take the utmost care in their maintenance and to insure the maximum of service and wear:

- Always keep the tires inflated to the pressure indicated on the sidewalls, and check them at least once a week.
- Never jump curbs with a bicycle. Such a practice is apt to rupture the fabric of the tires.
- Keep the wheels properly aligned to prevent the rubbing of the tire sidewalls on the forks or fenders.
- Keep the tires clean. Oil or tar will rot the rubber.
- Check the tires frequently for cuts, imbedded glass, pebbles or metal.
- Alternate your tires every 200 miles; the wear on the rear tire is greater than the front tire.

Chain: If the chain becomes dirty, remove the chain by locating the master link and bending the chain toward you on both sides of this link until the side bar is released. Soak the chain several hours in kerosene. Then give the chain a similar bath in oil and wipe thoroughly before replacing. In addition, oil the chain along the sides (to lubricate the centers of the rollers) and rub with dry stick graphite on the outside of the chain. *WARNING! Be careful with kerosene.*

To adjust the chain, loosen the rear axle nuts and move the rear wheel and sprocket backward or forward by turning the long, square-headed adjustment bolt in the rear forks. Leave just a little slack (⅛ to ¾ of an inch) in the chain to prevent any binding.

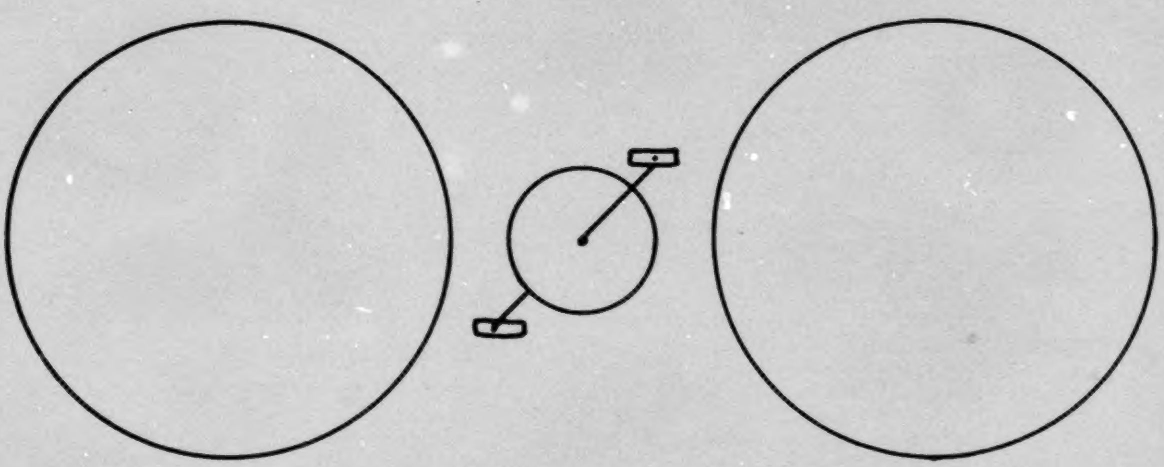
Frame: Keep the frame clean, and be careful not to scratch the paint. Rub chrome or nickel plated parts with an oily rag to keep them from rusting. Use a cleaner or wax on the painted parts as part of your regular safety check.

Kick Stand. Never lay your bike down on the ground, street or sidewalk. Park it in a safe place against the building, within the bicycle rack or by the use of the kick stand.

Seat (adjustment): Adjust to proper height and tighten. The right height can be found by placing the heel on the pedal at its lowest point. in this position the leg and thigh should form a straight line. The seat should be level (parallel) with the ground.

DESIGN A BIKE

Construct and design a bicycle including all the equipment and give reasons for choosing the style of the bicycle (for what purpose) and type of equipment. Below is a basic outline to work with.



KNOW YOUR BICYCLE LAWS*

Rules of the road for bicycles were adopted by the 1973 Legislature. The new law (Chapter 580) changed equipment requirements for bicycles and added several new riding requirements.

Definitions

A *bicycle* is defined in Oregon law as every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 14 inches in diameter, or having three wheels, all of which are more than 14 inches in diameter.

Bicycle lane means that part of the higheway, adjacent to the roadway, designated by official signs or markings for use by persons riding bicycles.

Bicycle path means a public way maintained for exclusive use by persons riding bicycles and designated as such by official signs or markings.

Equipment Requirements

When a bicycle is in use at night, the bicycle *or its rider* must be equipped with a headlight visible at least 500 feet in front of the bicycle. A red reflector must be large enough and mounted so it is visible from all distances from 100 feet to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle. The law also permits use of a red light, visible from 500 feet to the rear, in addition to the rear reflector.

Every bicycle must be equippped with a brake which will enable the operator to make the brake wheels skid on dry, level, clean pavement.

It is against the law for a parent of any child or the guardian of any ward to authorize or knowingly permit any child or ward to violate the equipment requirement provisions of the law.

Riding Rules

You must ride upon or astride a permanent and regular seat attached to the bicycle.

A bicycle cannot be used to carry more persons at one time than the number for which it was designed and equipped.

If you ride a bicycle (coaster, roller skates, sled or toy vehicle), do not "hitch" a ride by attaching either yourself or the unit to some other vehicle.

You are to ride as near to the right side of the roadway as practicable, except on oneway streets. Exercise due care when passing a *standing* or *moving* vehicle going in the same direction.

On streets or roads where the designated speed exceeds 25 miles per hour, you must ride single file. In other locations, ride not more than two abreast.

If a *bicycle lane* had been provided adjacent to a roadway, bicycle riders are to use that lane and not the regular street or road.

Do not carry any package, bundle or article which prevents you from keeping at least one hand on the handlebars and having full control at all times.

Bicycle riders also are expected to obey all other traffic laws that apply to the driver of a motor vehicle, except those which by their very nature can have no application. (This is not new; Oregon law has long contained this provision.)

Motor Vehicles and Bicycles

A driver of a vehicle cannot drive or park on a bicycle path.

Drivers of vehicles cannot use a bicycle lane except when passing another vehicle on the right, when permitted by law. Before passing on the right and using a bicycle lane to do so, a driver must make certain the move can be made with safety. Right-of-way must be given to bicycles using the bicycle lane.

Bicycles and Pedestrians

When a bicycle is on a sidewalk, the rider is to give an audible warning before overtaking and passing a pedestrian and shall yield right-of-way to all pedestrians on the sidewalk.

Do not operate a bicycle on a sidewalk in a careless manner that endangers or would be likely to endanger any person or property.

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*Prepared by Oregon Motor Vehicles Division, Salem, Oregon 97310

BICYCLE KNOWLEDGE TEST

Directions: Draw a circle around the letter T if the statement is correct. If the statement is incorrect, draw a circle around the letter F.

T F 1. The forerunner of the bicycle as we know it today was called the "ordinary." It often reached heights of five feet.

T F 2. Baron von Drais developed one of the first bicycles.

T F 3. It was made of two wagon wheels held together by a hardwood bar which supported a wooden saddle.

T F 4. To move this bicycle, the rider had to use his feet by running along the ground.

T F 5. The large front wheel was developed for faster speeds and much safer riding.

T F 6. The Rover Safety Bicycle was the first bicycle to be propelled by pedals that were attached to a rope-driven rear wheel.

T F 7. Many of the mechancial features of the automobile were the forerunner for the development of the bicycle

T F 8. The large front wheel of the "ordinary" bicycle was constructed of hard pneumatic rubber and connected to the hub by wire spokes.

T F 9. Bicycle races were very popular in the early 1900's.

T F 10. Frank Kramer, one of America's most famous bicycle racers, once reached 60 miles per hour while racing his bicycle.

T F 11. Pneumatic tires, roller chain drive and the "diamond" steel frame became standard equipment by the turn of the 20th century.

TRAFFIC SIGNS, SIGNALS AND PAVEMENT MARKINGS

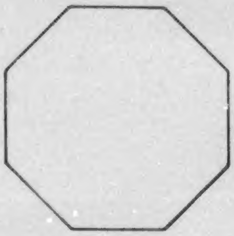
Fill in the correct word or phrase fron the choice on the right.

All traffic signs are posted for the safety of the bicycle driver and must be ____________.

continued
disobeyed
obeyed

Stop signs are always ________________ in shapes and they always mean that the bicycle driver must *stop completely.*

8-sided
9-sided
10-sided



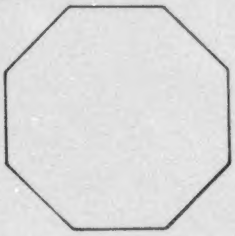
Stop signs are ____________ in shape because they have eight equal sides.

square
rectangular
octagonal

Stop signs are red with ____________ lettering.

yellow
white
grey

Color this sign correctly.



After stopping, the driver must always wait and yield the right of way to the ____________

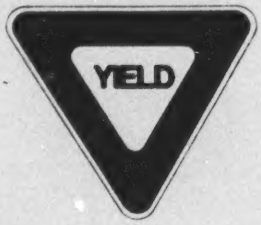
cross traffic.
car behind
driver ahead

The *Yield Right of Way Sign* is ____________ in shape with three equal sides.

oblong

rectangular

triangular



This sign is usually posted where streets ____________ with broader streets.

change

move

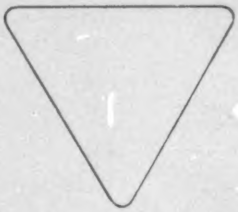
intersect

The yield right of way sign has a yellow background with black letters. ____________

true

false

maybe



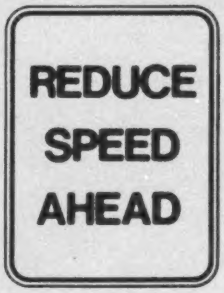
Color this sign correctly.

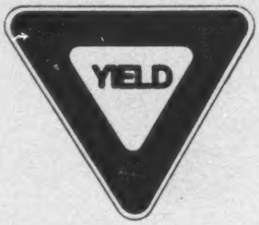
Bicycle drivers approaching the yield right of way sign shall ____________ speed or stop if necessary.

stop

reduce

increase





Triangular in shape tells you that the figure has ____________ sides.

two

three

four

Although you might have the right of way, you should ______, if approaching vehicle will not yield.

stand up and shout

call a policeman

not insist on your right of way

______ to yield the right of way at intersections is one of the main causes of accidents.

Trying

Willingness

Failure

Regulatory Signs are ______ in shape with two sets of equal sides.

square

oval

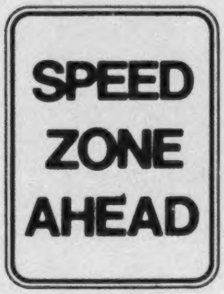
rectangular

The purpose of regulatory signs is to give information and directions to bicycle drivers in what to do, such as ______

gas prices

speed limits

speed traps

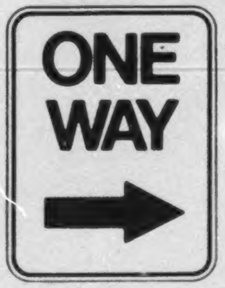


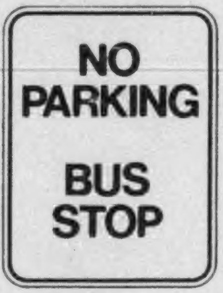
These signs have black or red lettering on a ______ background.

large

dark

white





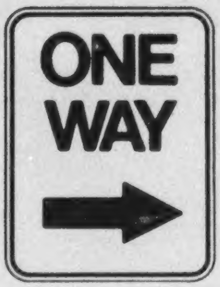
Bicycle drivers are expected to read, understand and ______ the directions as given on these signs.

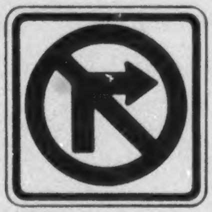
accept

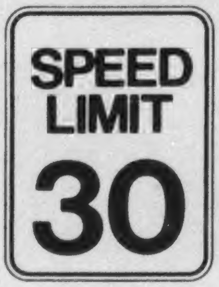
command

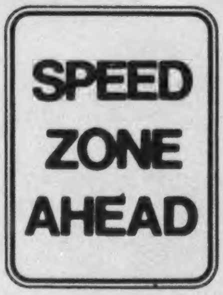
obey

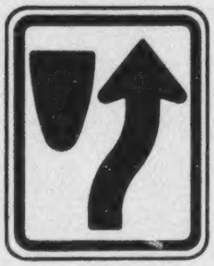
SOME WORDS AND PHRASES USED ON REGULATORY SIGNS.

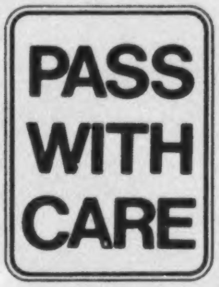


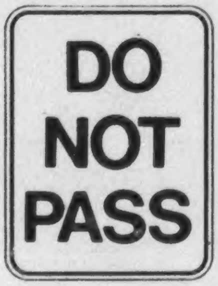


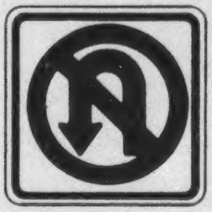

SPEED
LIMIT
30

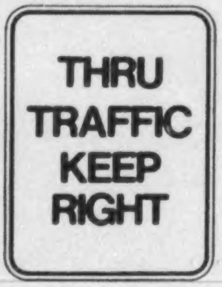

SPEED
ZONE
AHEAD

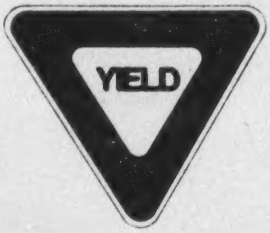


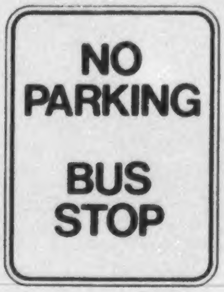

PASS
WITH
CARE

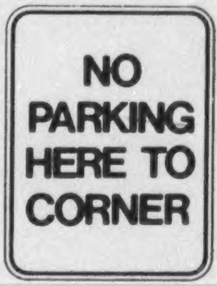


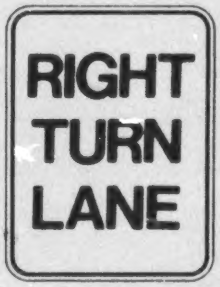


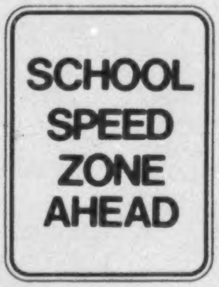

THRU
TRAFFIC
KEEP
RIGHT

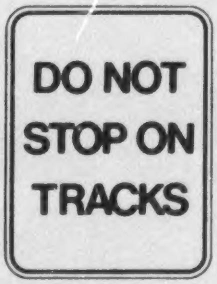



NO
PARKING
BUS
STOP


NO
PARKING
HERE TO
CORNER


RIGHT
TURN
LANE


SCHOOL
SPEED
ZONE
AHEAD

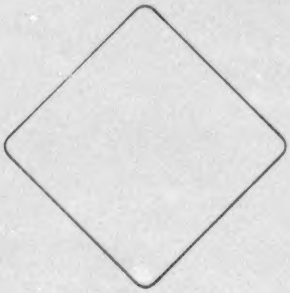

DO NOT
STOP ON
TRACKS

Warning signs are ______________-shaped with four equal sides.

oval
square
diamond

Warning signs are diamond-shaped and warn the bicycle driver to ______________

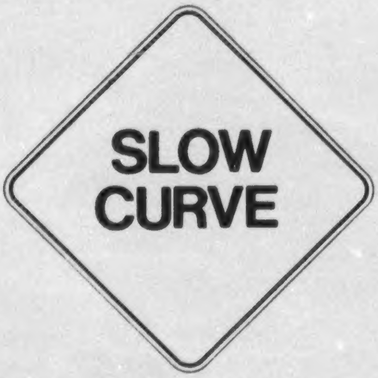
speed up
slow down
ride around the block



Warning Sign

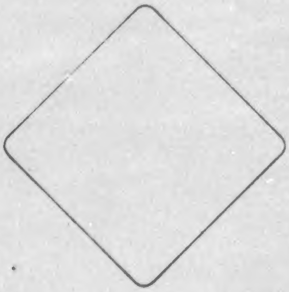
Warning signs tell the driver to slow down and use more ______________.

caution
concern
effort



Warning signs have a yellow background with ______________ lettering.

red
black
hand



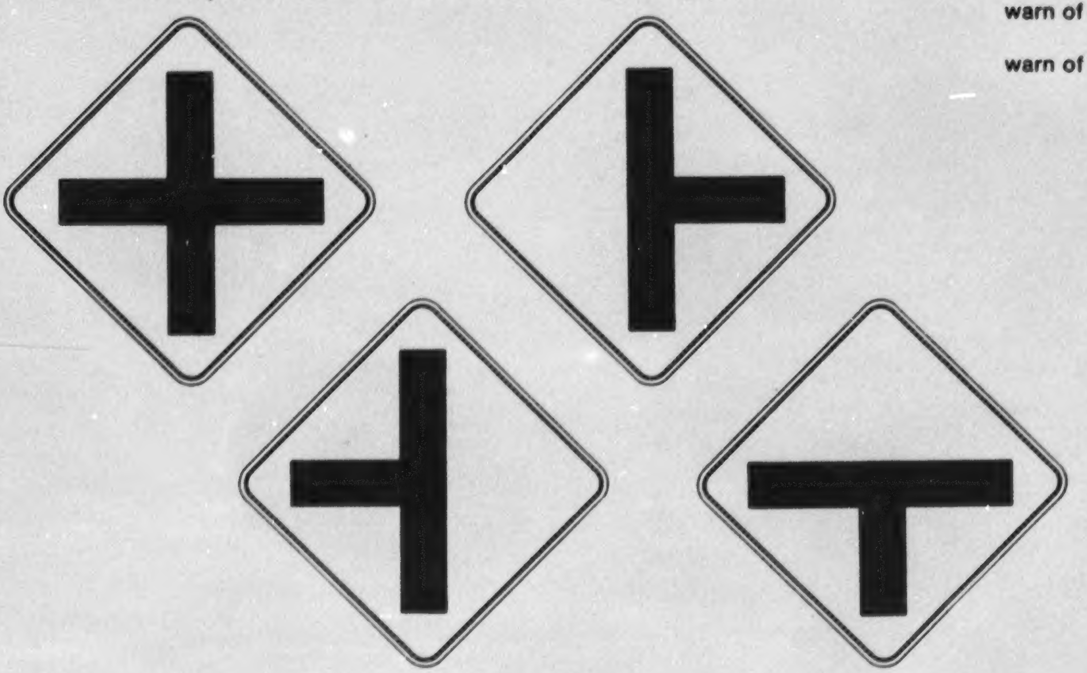
Color this sign correctly.

Crossroad Signs are used to ____________ _____ ____________ ahead where traffic is likely to be encountered or where advance vision is poor.

warn of turns

warn of intersections

warn of others



Which sign is used to indicate crossroads, curves, tunnels and intersections? ____ ____________

rectangular

diamond-shaped

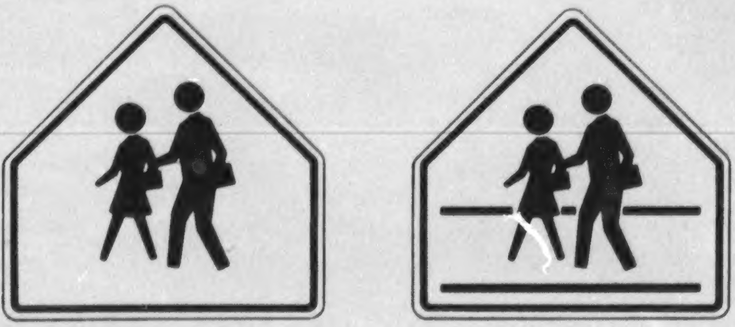
oval-shaped

These signs tell you that ____________ might be crossing ahead!

pedestrians

drivers

ballplayers

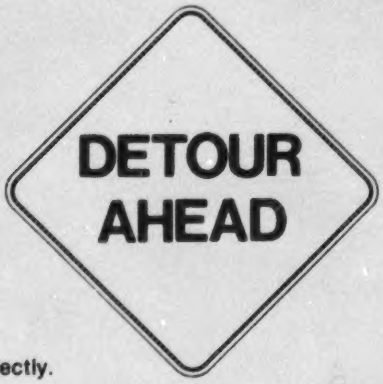


Construction and Workman Signs are diamond-shaped, with black letters on an orange background and are placed ______________

permanently

presently

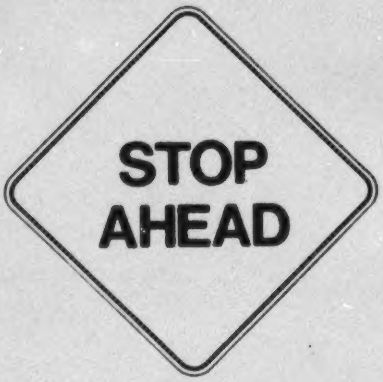
temporarily

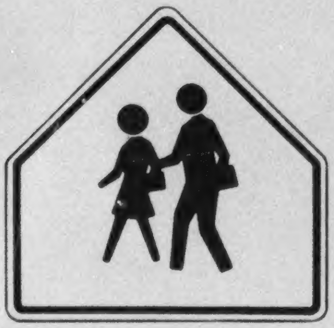


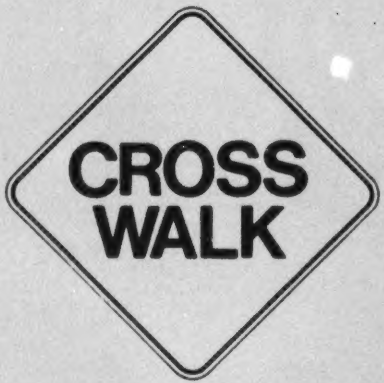
Color this sign correctly.

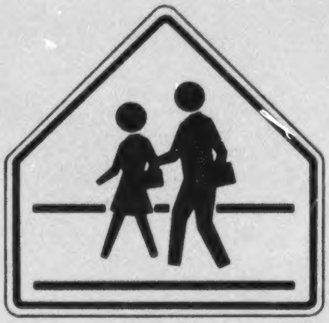
141

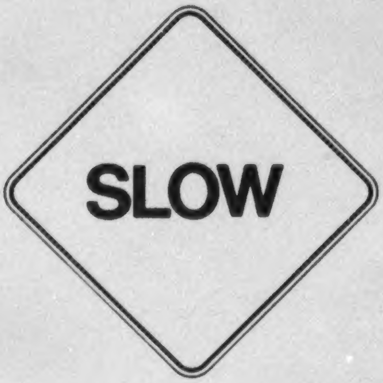
WORDS AND FIGURES USED ON WARNING SIGNS.

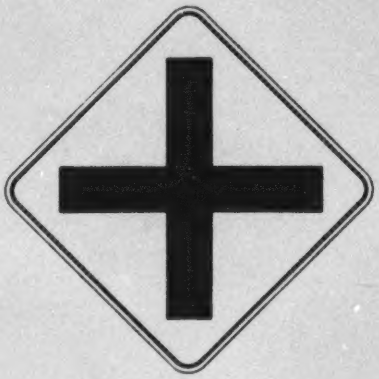


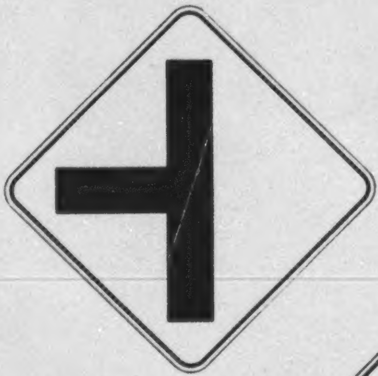


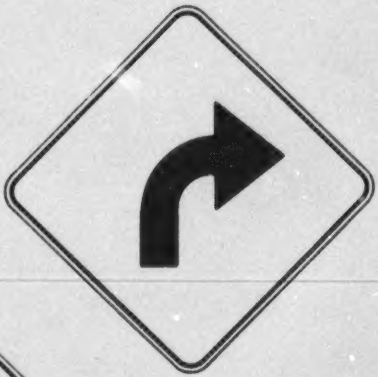


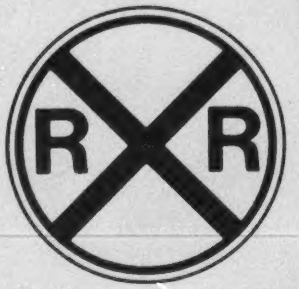


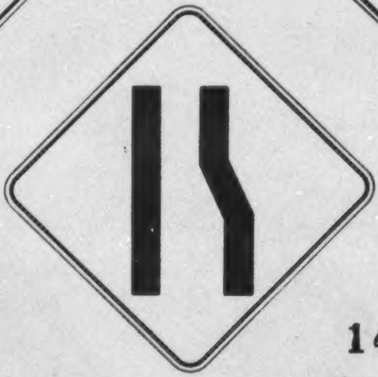










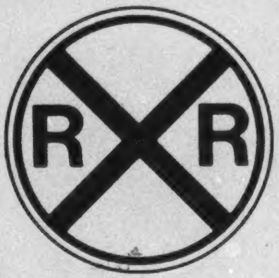


A round sign always means railroad crossing. *Railroad Warning Signs* are yellow with ______________ letters.

yellow

white

black

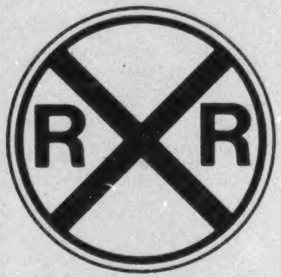


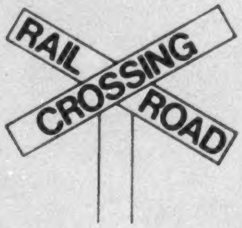
Railroad warning signs may be either round yellow signs with black letters or a ______________ ______________ with black letters.

yellow crossbuck

white crossbuck

red crossbuck



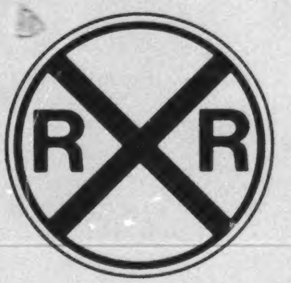


This sign tells you, the bicycle driver, to ______________, listen and be ready to stop for a train. REMEMBER: A TRAIN DOES NOT STOP!

look

peep

jump

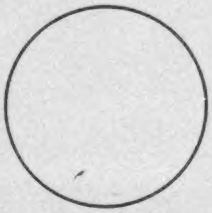


The round railroad sign is located a ______________ distance before the crossing.

long

short

middle



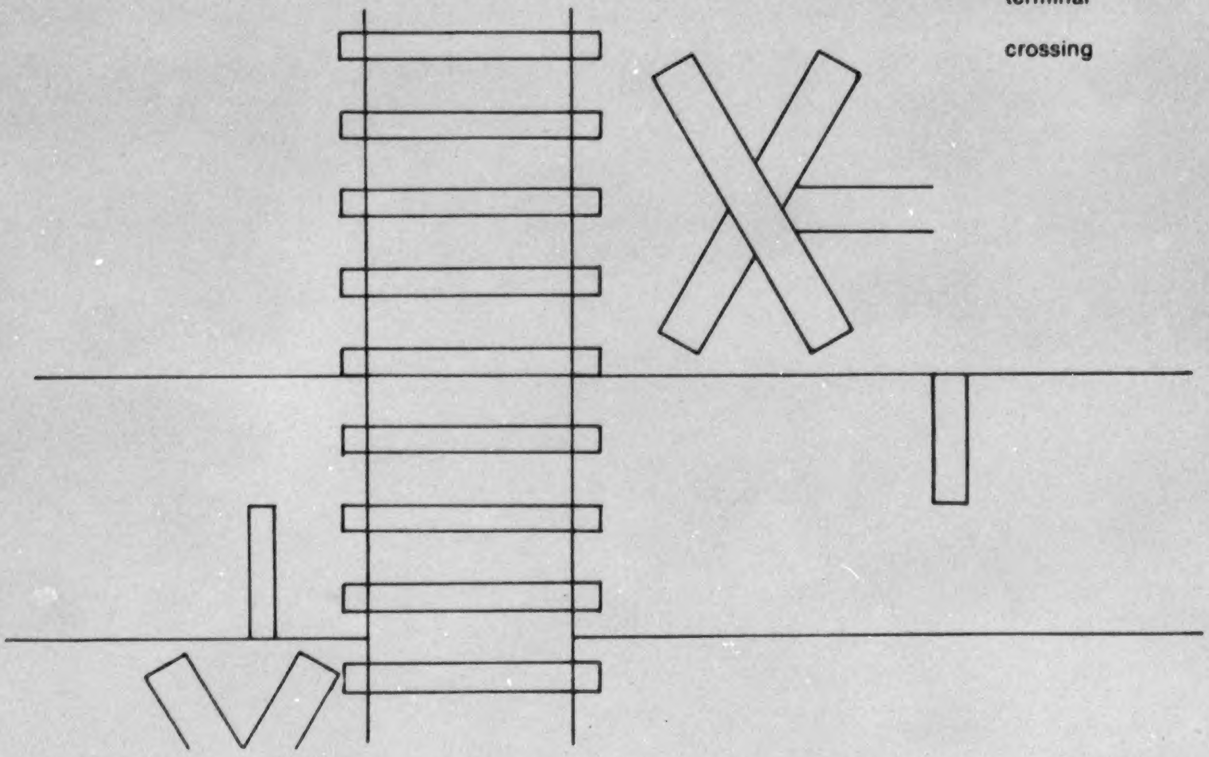
Color this sign correctly.

The crossbuck arm railroad signal is found *right* at the railroad ______________

station

terminal

crossing

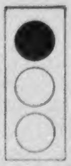


The *red light* means stop and wait for the light to change from ____________ and turn green before going.

red

yellow

green



Red traffic lights mean that you must stop ________ ____

part way

half way

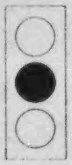
completely

The *yellow light* means _______ _______.

increase speed

caution

drive ahead



The yellow light is used in traffic lights to warn bicycle drivers that the light is__________

__________ __________

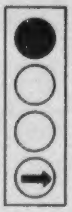
- changing from green to red
- changing from red to green
- changing to be helpful

The *green light* tells you that you may __________ through the intersection. You must first, however, yield the right of way to other cars and pedestrians in the intersection.

- race
- go
- speed up

This is a Red Light with a green arrow. The green arrow means you can __________ without stopping.

- stop
- turn
- slow

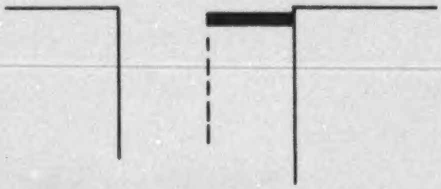


If you do not turn, you must __________

- slow
- proceed
- stop

Many intersections have a white stop line. When you see one of these lines by a stop sign or traffic signal, make sure you __________

- slow down
- stop behind it
- cross over it



Double yellow stripes mark the center line of a street which has more than one lane for traffic in each direction. Always drive your bicycle in the right lane and ____________ ____________

drive on them

never cross the yellow stripes

ride in the left lane

You may cross over these lines *only* to make ____________ in an alley or driveway.

right turns

left turns

U-turns

When there is more than one lane for traffic in each direction, the lanes are separated by ____________.

white dashes

solid lines

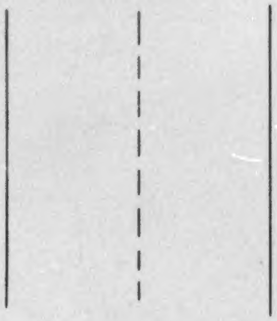
double yellow lines

The center line of a street marked with dotted yellow stripes tells you there is only ____________ ____________ for traffic in each direction. You must stay on the right side of the center line unless you make a left turn.

two lanes

two-way traffic

one lane

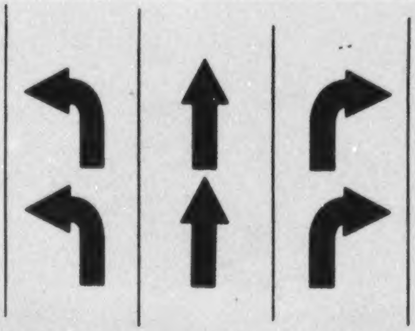


Sometimes a lane will be marked at an intersection with a curved arrow. The words ____________ or ____________ may be painted on the pavement. You must turn in the direction of the arrow.

"Left Turn"
"Right Turn"

"Left"
"Right"

"Left Only"
"Right Only"



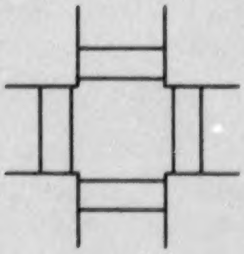
White lines are painted at most intersections for crossing safely. These lines protect the

____

car

bicycle driver

pedestrian



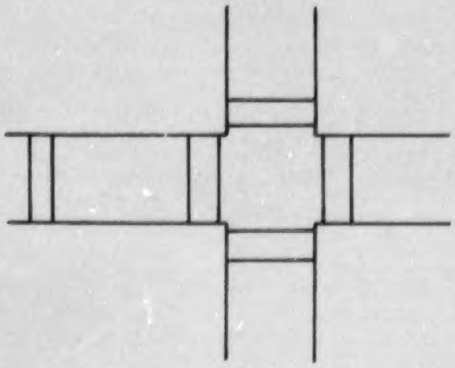
Pedestrians who have started to cross the street at the crosswalk have the ______________

______________ over bicycle drivers and cars. Crosswalks are at intersections usually, but sometimes they may be in the middle of the block.

right of way

speed

movement



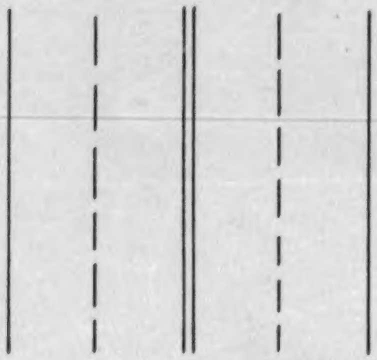
When you see one or two solid lines in the center of a road or street, ______________

____

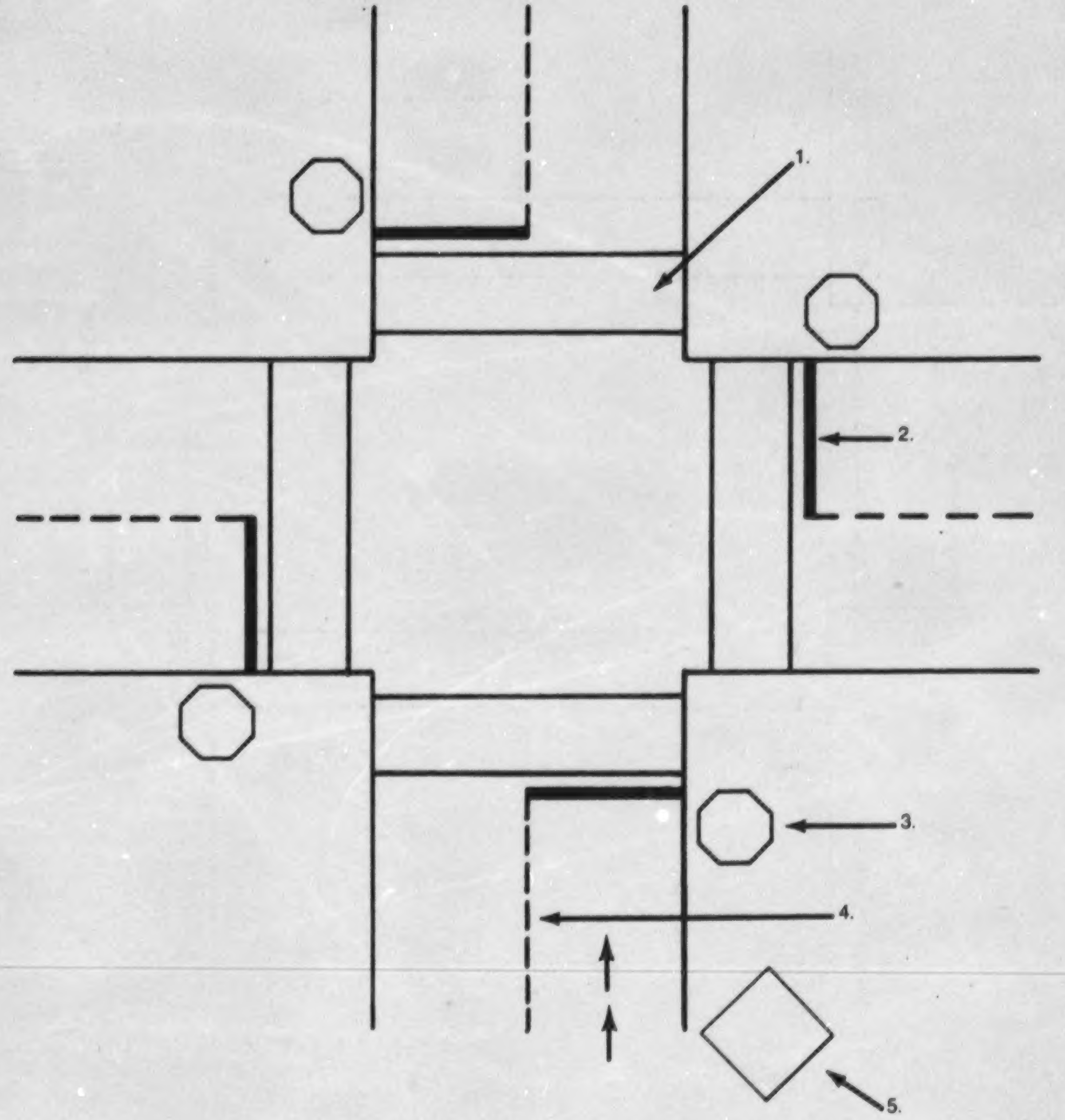
pass on the left

never cross it

drive on it



Directions: Using this diagram of an intersection with pavement markings, signs and/or signals, identify the situation, signs, signals and pavement markings involved. In addition, recommend the proper action on the part of the bicycle driver approaching this intersection.

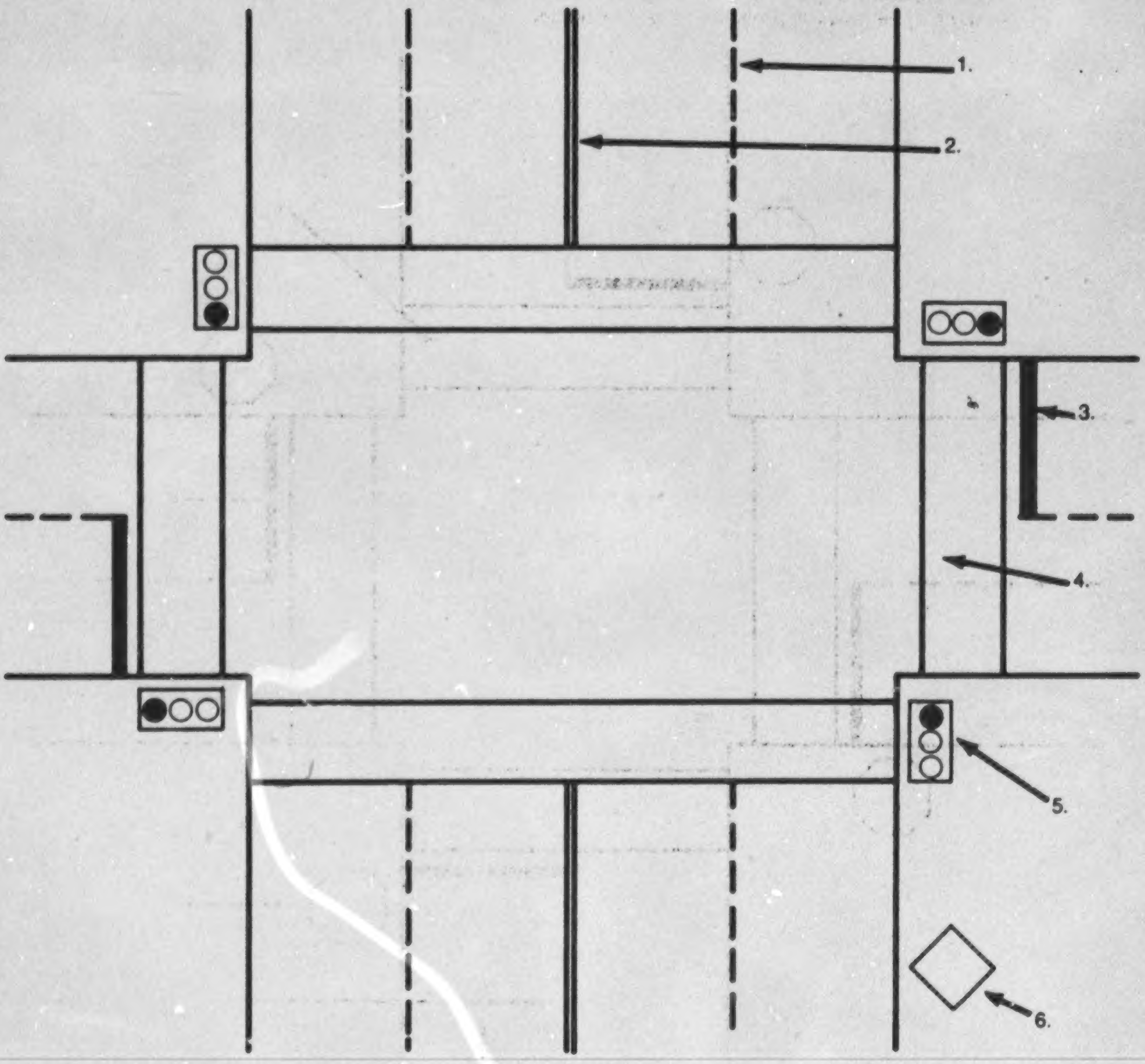


Recommendations: ______________________________

____

____

INTERSECTION TRANSPARENCY MASTER #2

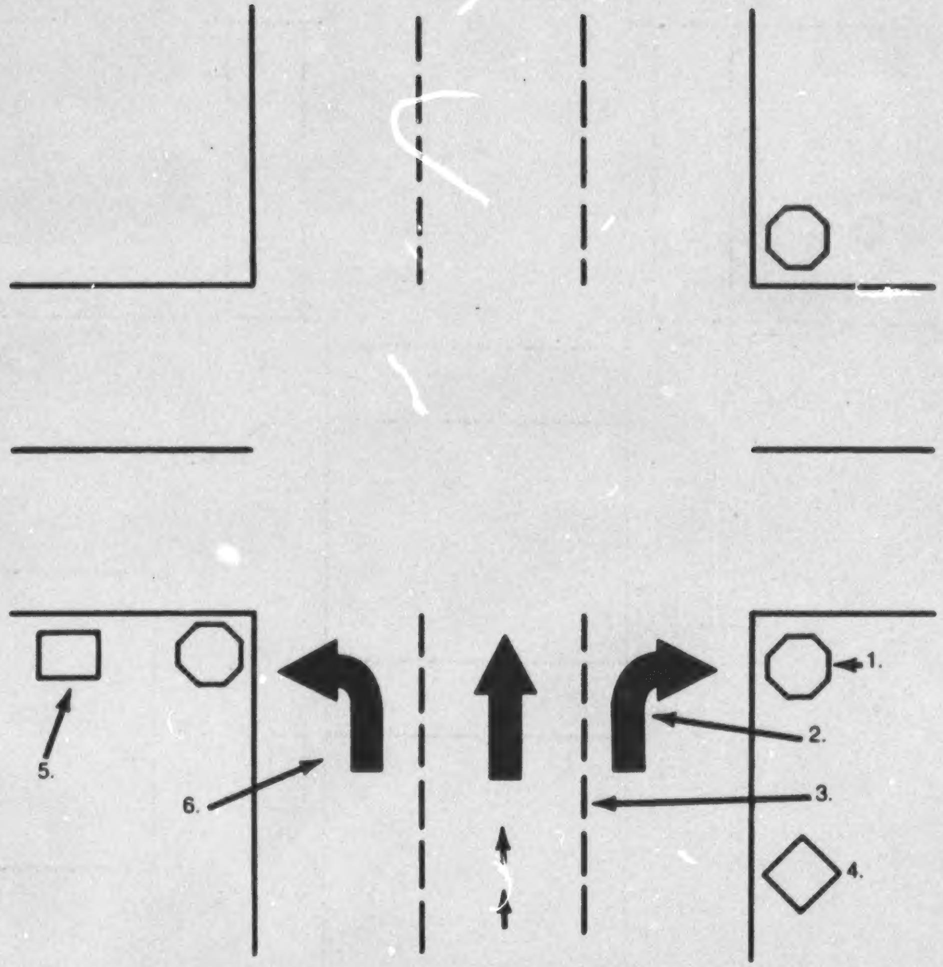


Recommendations: ____________________

____

____

INTERSECTION TRANSPARENCY MASTER #3

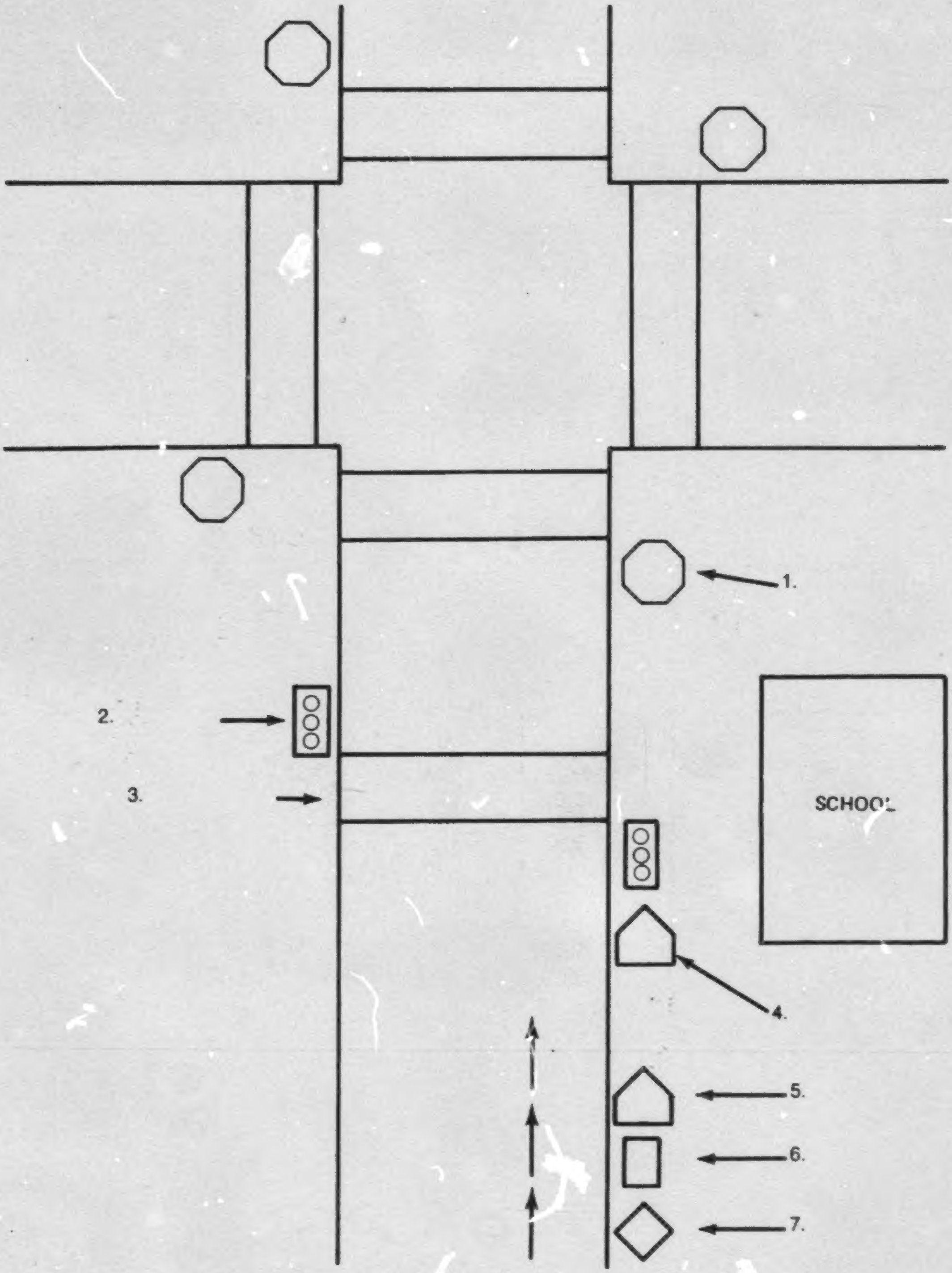


Recommendations: ______________________________

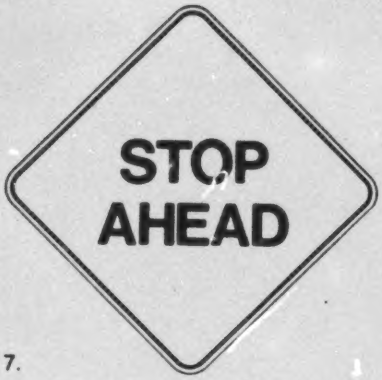
____

____

INTERSECTION TRANSPARENCY MASTER #4


1.
2.
3.
SCHOOL
4.
5.
6.
7.

Recommendations: ______________________________

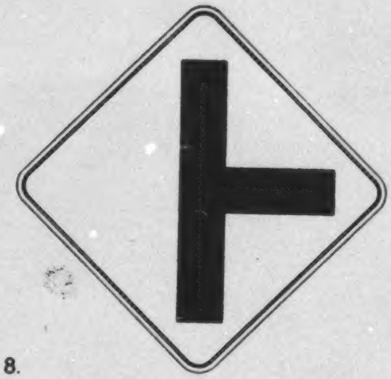


7.

a. ____________________

b. ____________________

____

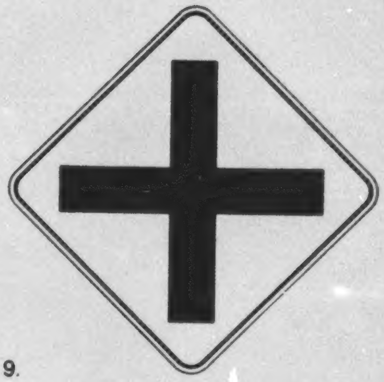


8.

a. ____________________

b. ____________________

____

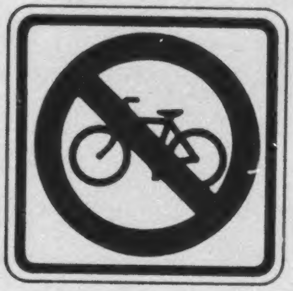


9.

a. ____________________

b. ____________________

____

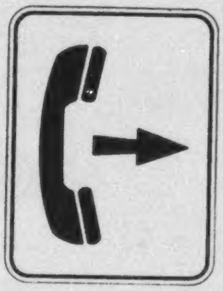


10.

a. ____________________

b. ____________________

____

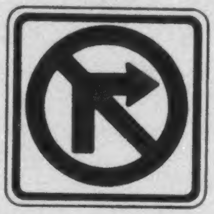


11.

a. ____________________

b. ____________________

____

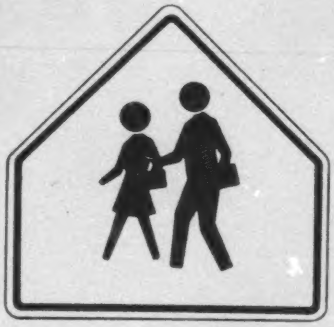


12.

a. ____________________

b. ____________________

____

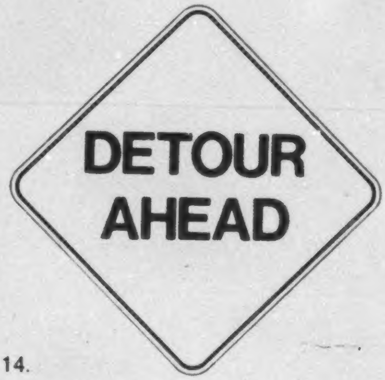


13.

a. ____________________

b. ____________________

____

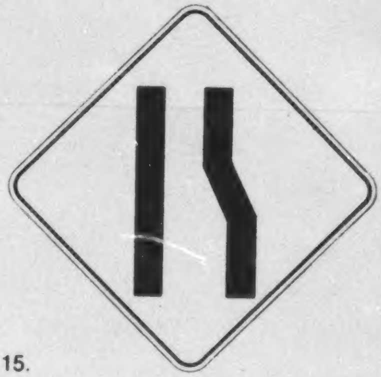

DETOUR
AHEAD

14.

a. ____________________

b. ____________________

____



15.

a. ____________________

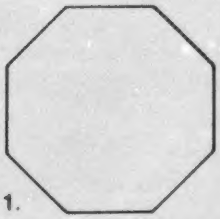
b. ____________________

____

REVIEW TEST

TRAFFIC SIGNS, SIGNALS AND PAVEMENT MARKINGS

Directions: Give the general meaning of each sign, signal and pavement marking by its shape and/or outline, or by what the sign says; secondly, tell where (if appropriate) each sign, signal or pavement marking is used; and thirdly, the colors of the sign.

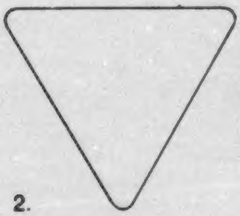

1.

EXAMPLE:

a. Stop

b. red & white

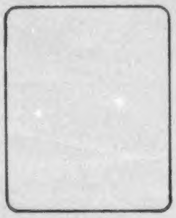
intersection


2.

a. ______

b. ______

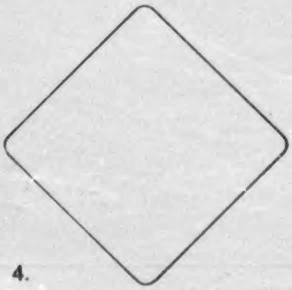
______


3.

a. ______

b. ______

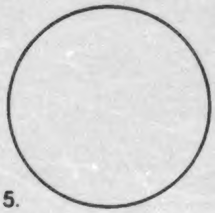
______


4.

a. ______

b. ______

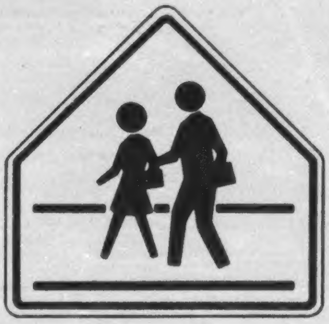
______


5.

a. ______

b. ______

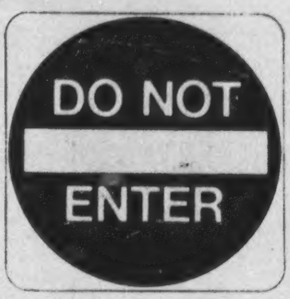
______


6.

a. ______

b. ______

______

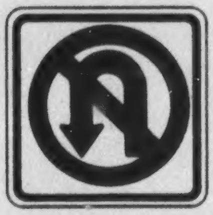

DO NOT
ENTER

16.

a. ______________________

b. ______________________

____

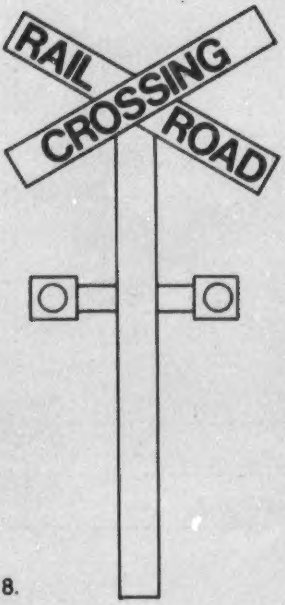


17.

a. ______________________

b. ______________________

____

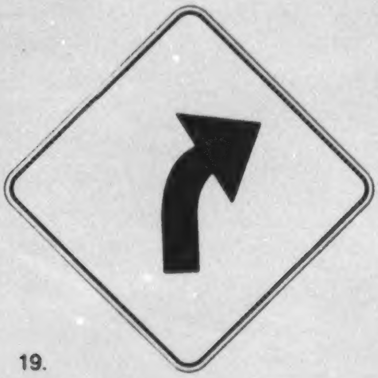

RAIL
CROSSING
ROAD

18.

a. ______________________

b. ______________________

____

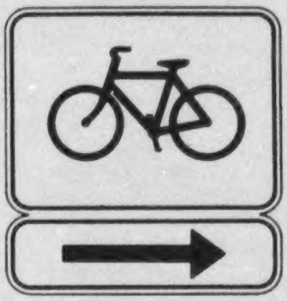


19.

a. ______________________

b. ______________________

____

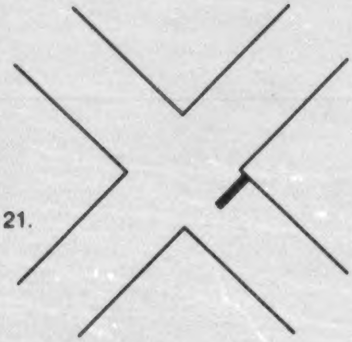


20.

a. ______________________

b. ______________________

____

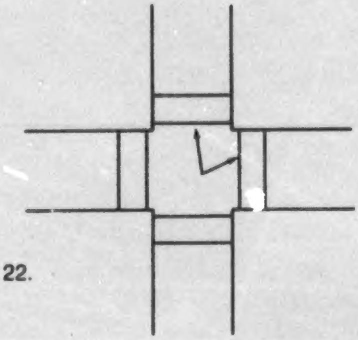


21.

a. ______________________

b. ______________________

____



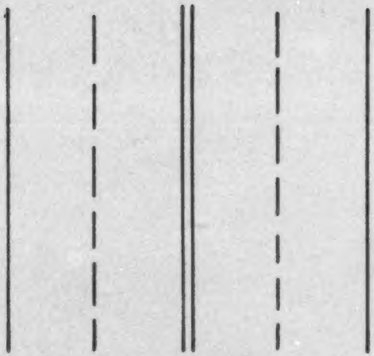
22.

a. ______________________

b. ______________________

____

23.

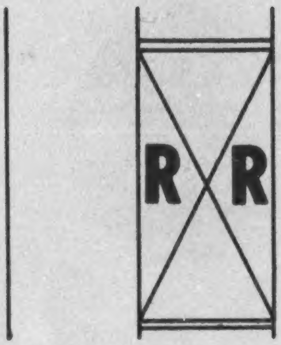


a. ________________________________

b. ________________________________

____

24.

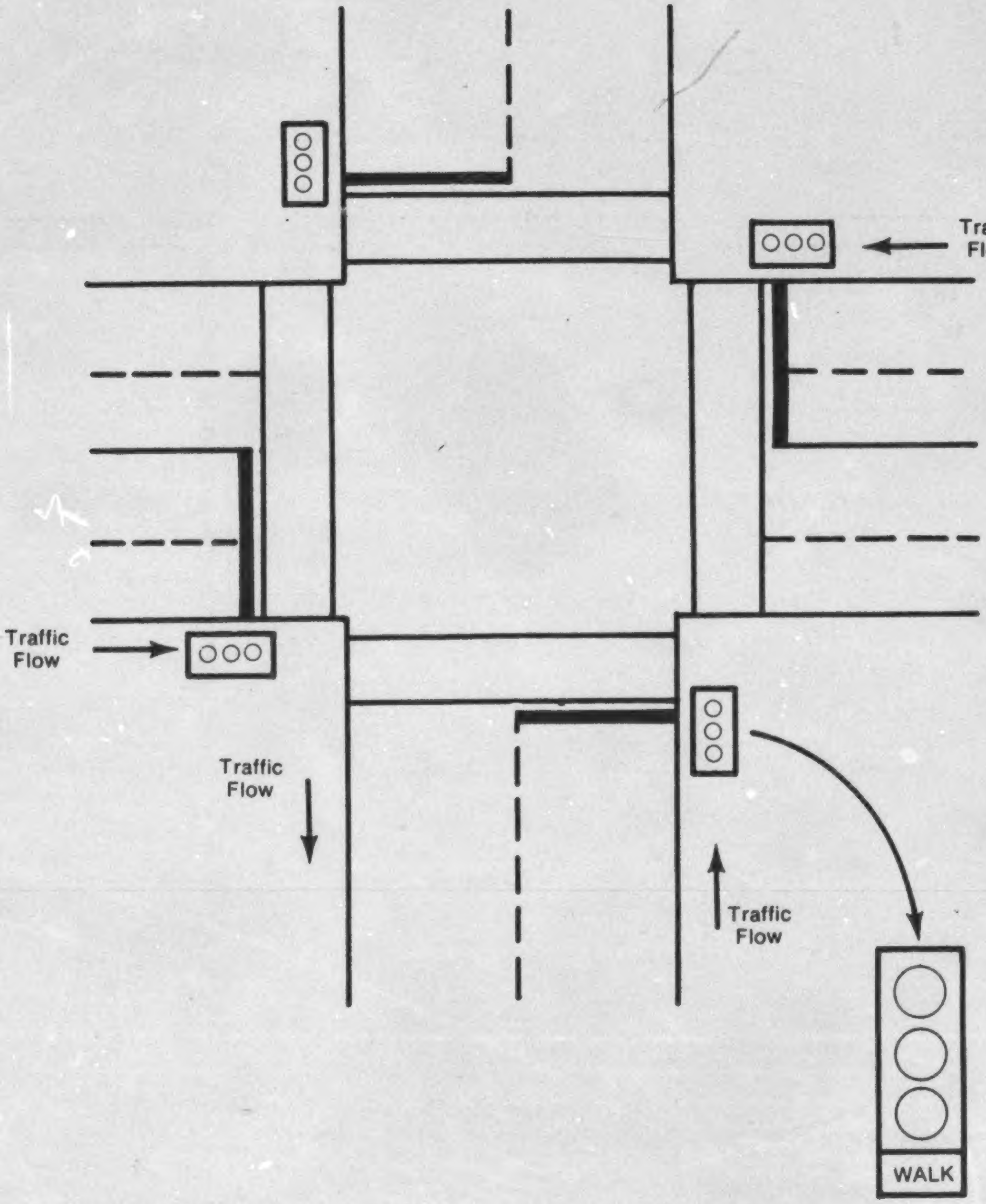


a. ________________________________

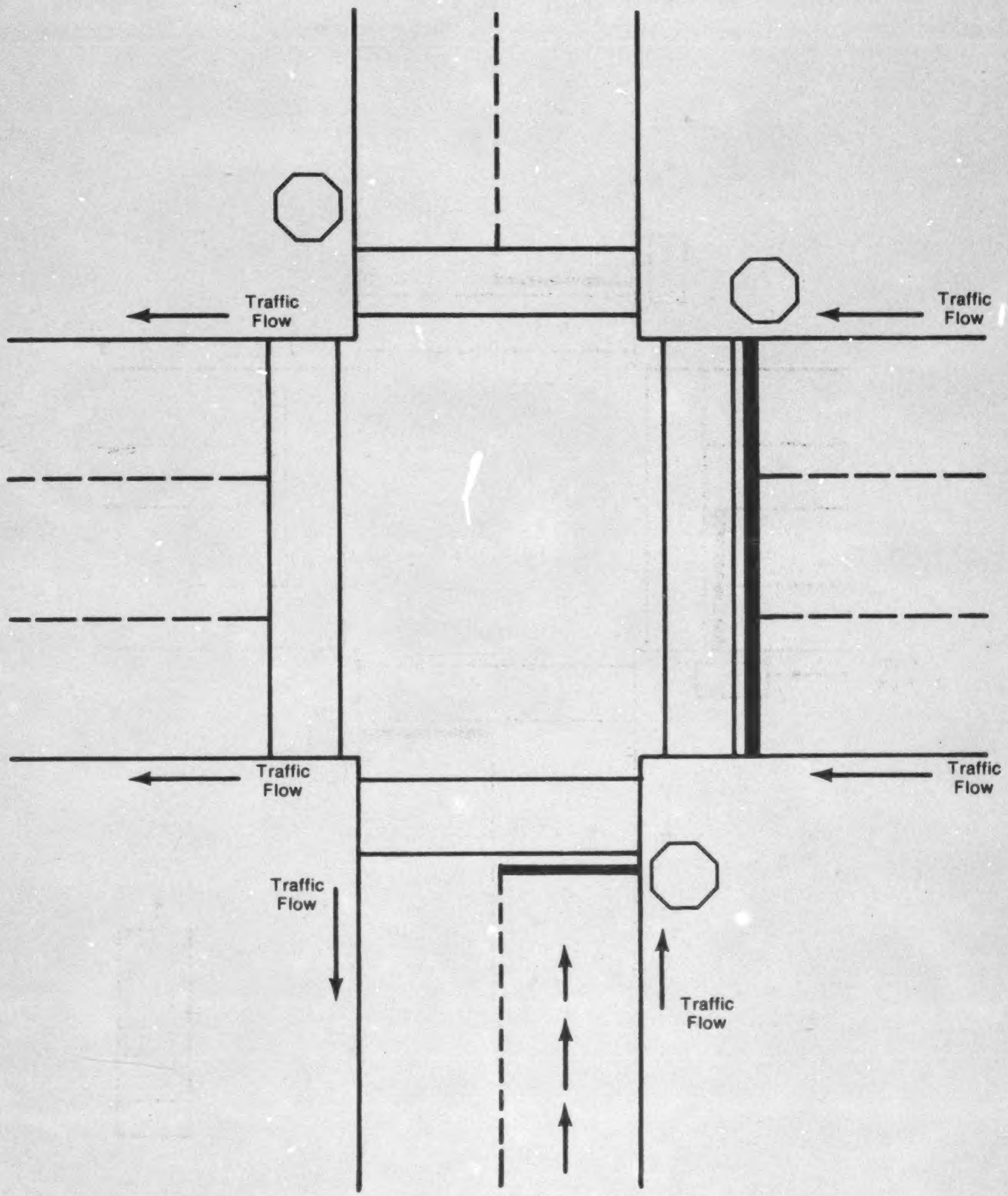
b. ________________________________

____

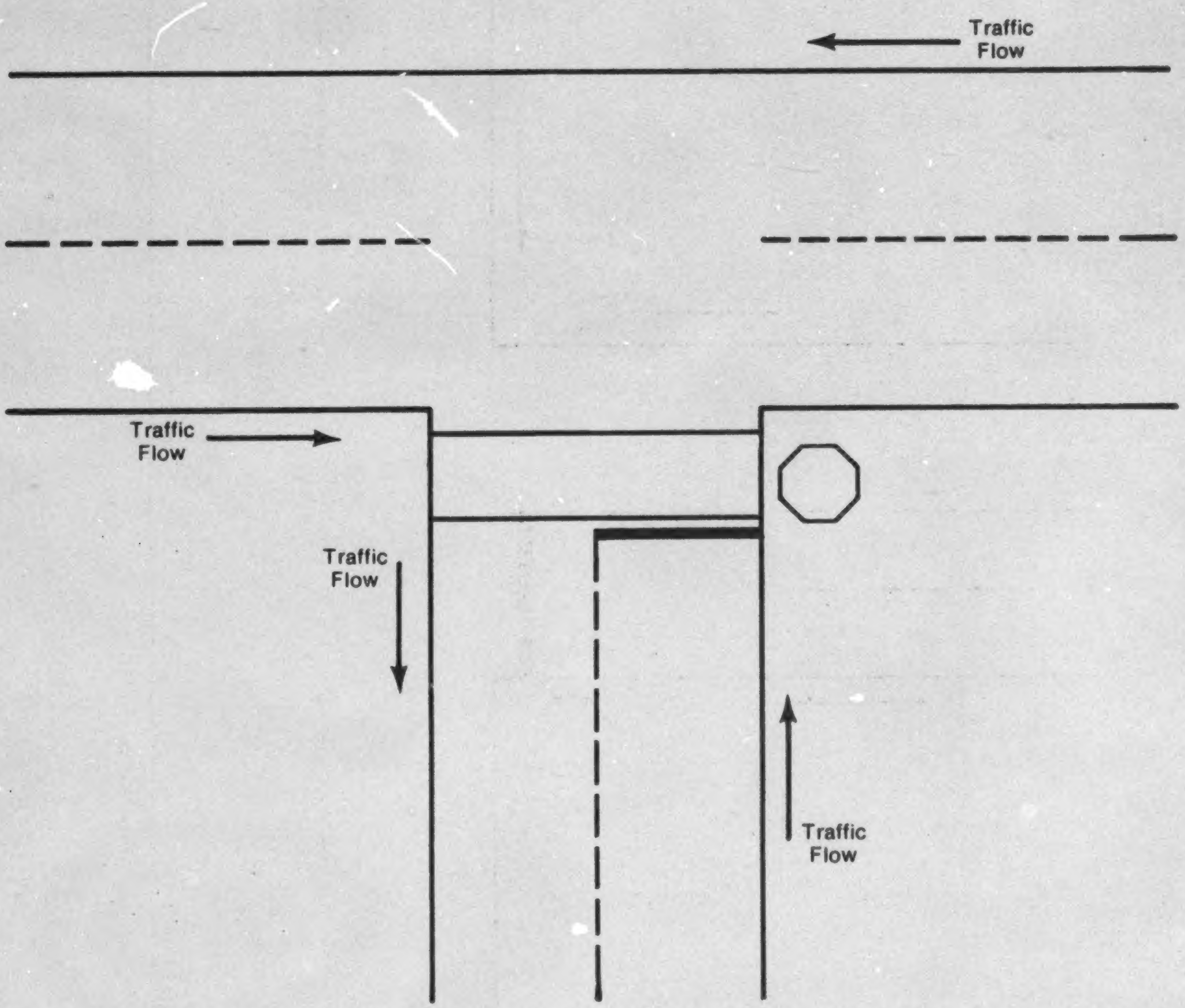
LEFT TURN: From two-lane, two-way, into four-lane, two-way.


Traffic Flow
Traffic Flow
Traffic Flow
Traffic Flow
WALK

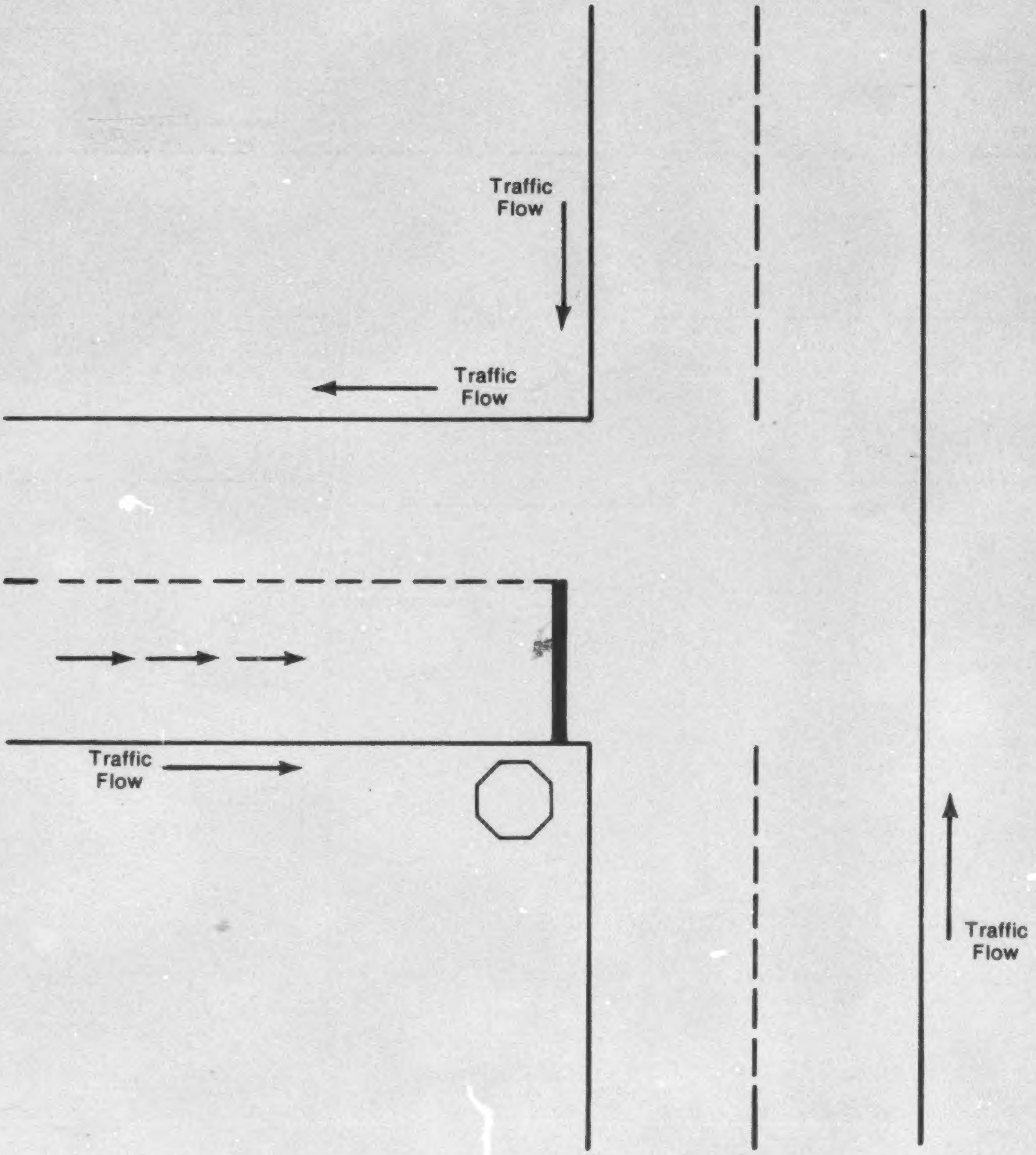
LEFT TURN: From two-lane, two-way, into three-lane, one-way.


Traffic Flow
Traffic Flow
Traffic Flow
Traffic Flow
Traffic Flow
Traffic Flow

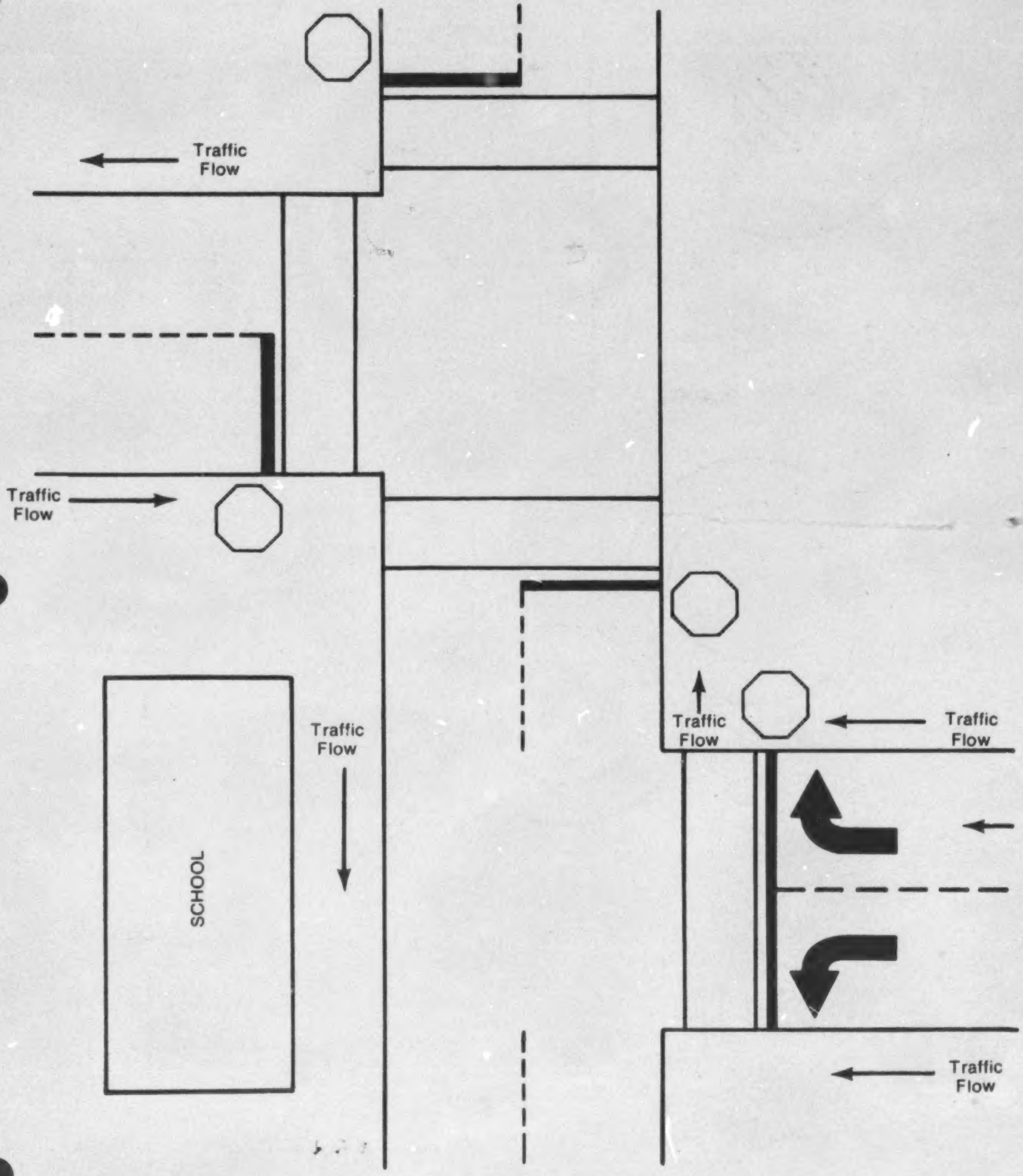
LEFT TURN: From two-lane, two-way, into small residential street (two-way).


Traffic Flow
Traffic Flow
Traffic Flow
Traffic Flow

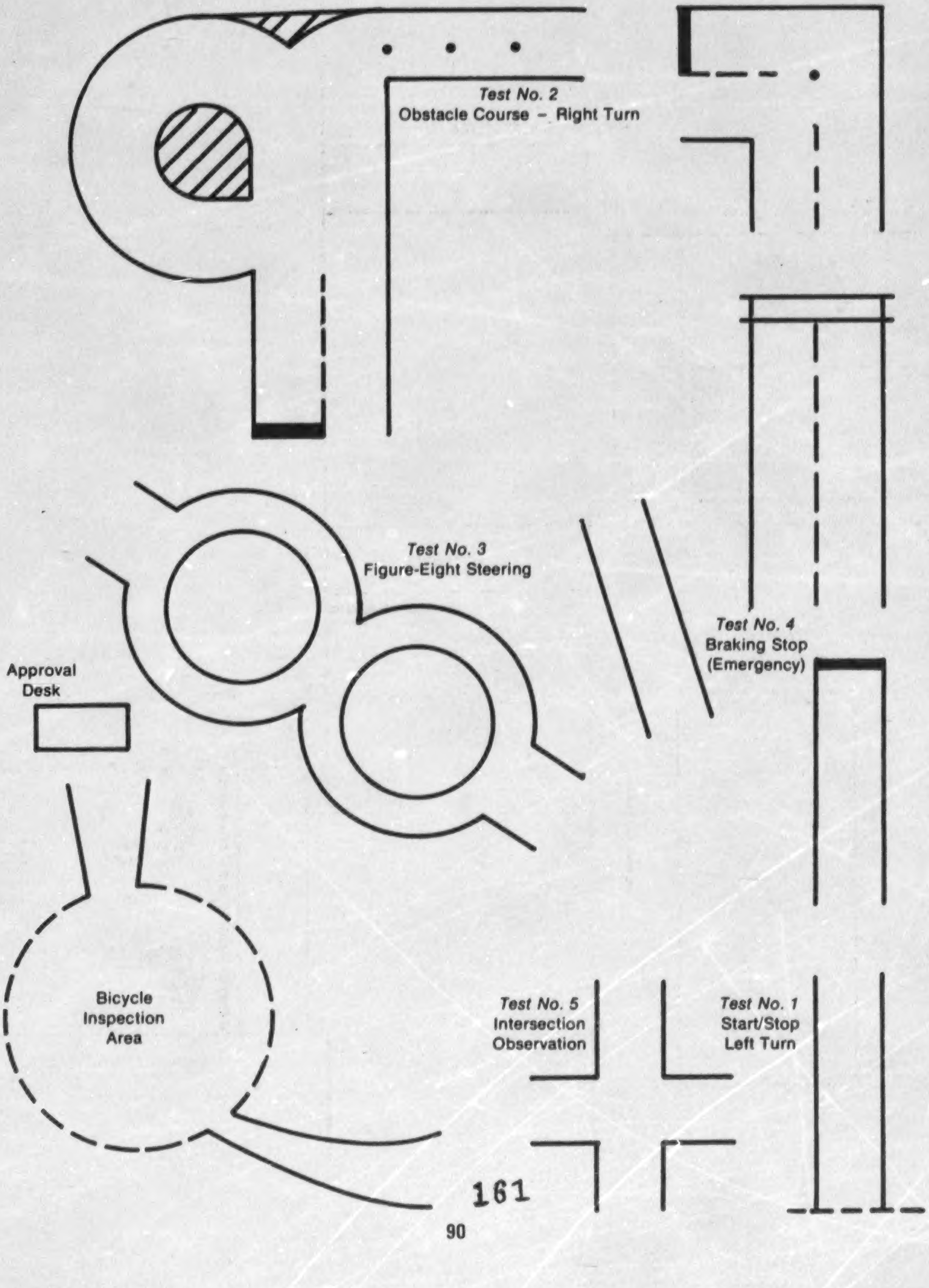
LEFT TURN: From residential two-way street, into side two-way street.


Traffic
Flow
Traffic
Flow
Traffic
Flow
Traffic
Flow

RIGHT TURN to *LEFT TURN:* From two-lane, one-way, into two-lane, two-way, into two-lane, two-way.


Traffic Flow
Traffic Flow
Traffic Flow
SCHOOL
Traffic Flow
Traffic Flow
Traffic Flow

BICYCLE SAFETY PERFORMANCE AND SKILL TESTS

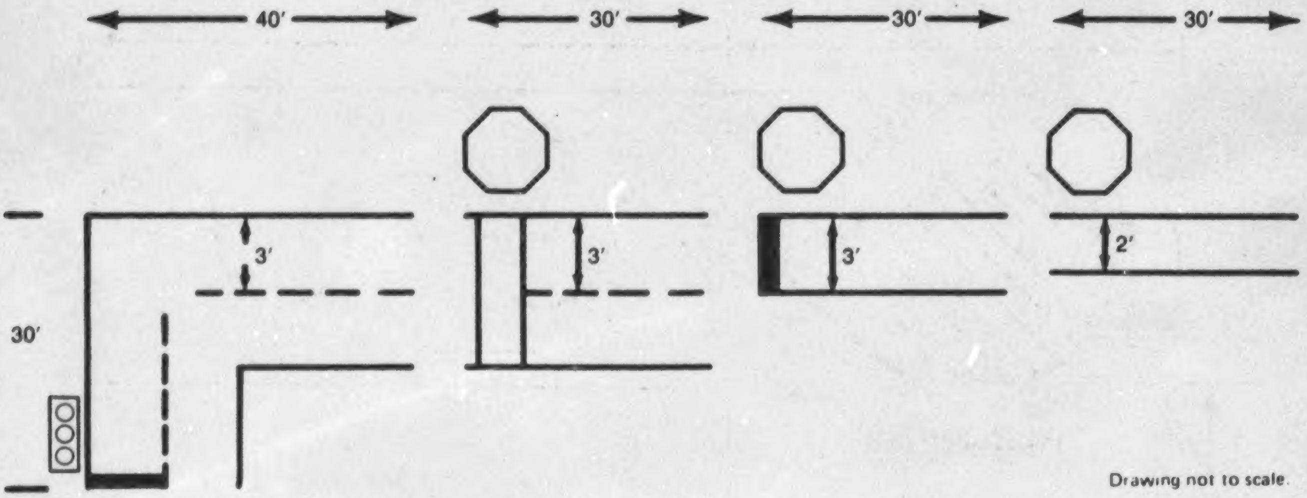

Test No. 2
Obstacle Course – Right Turn
Test No. 3
Figure-Eight Steering
Test No. 4
Braking Stop
(Emergency)
Approval
Desk
Bicycle
Inspection
Area
Test No. 5
Intersection
Observation
Test No. 1
Start/Stop
Left Turn

TEST NO. 1

START/STOP – left turn

PURPOSE: To test the rider's ability at riding a straight course between parallel lines, without touching either line while coming to complete stops three times.

DIAGRAM:



Drawing not to scale.

PROCEDURE: The rider starts from a standstill with the front wheel at one end of the lane and very slowly rides through the lane and stops at three locations. The first stop is behind the stop sign. The second stop demands the rider to stop behind the stop line. The third stop necessitates the rider to stop behind the pedestrian crosswalk.

The second part of the test is to have the rider demonstrate the performance standards for a left turn with proper hand signal.

STANDARDS FOR SUCCESS:

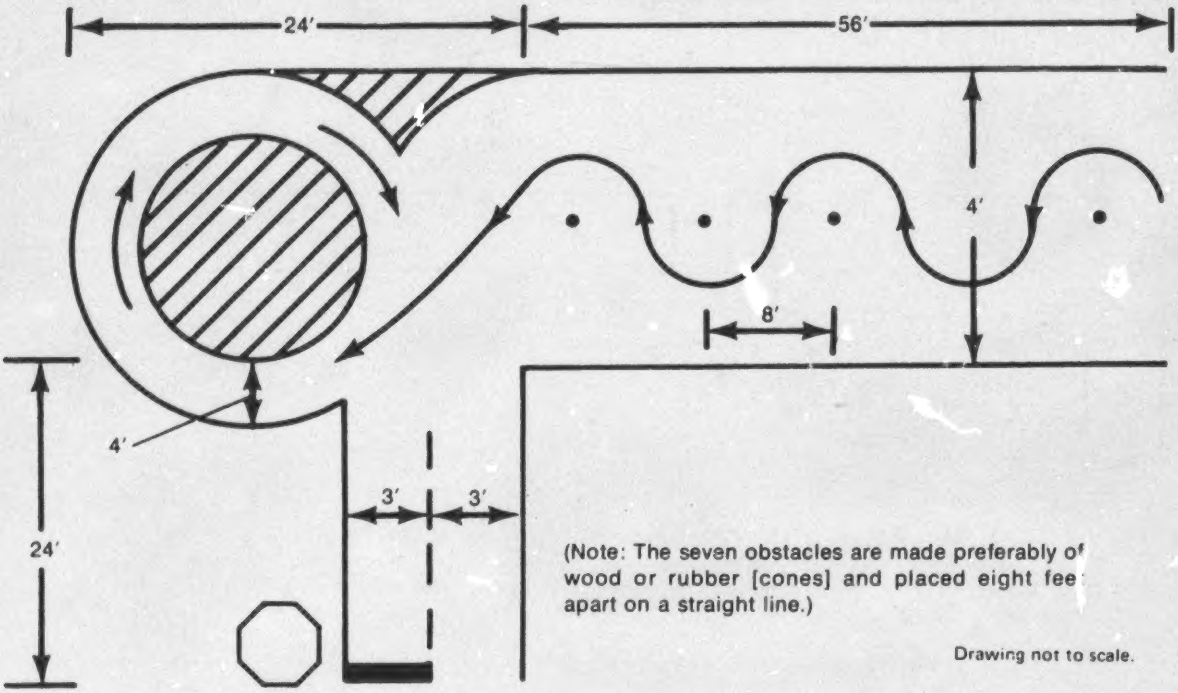
( ) 1. Drove tire on white line.
( ) 2. Wheel rolled outside white lines.
( ) 3. Stopped even with stop sign.
( ) 4. Stopped behind stop line and stop sign.
( ) 5. Stopped behind crosswalk and stop sign.
( ) 6. Gave correct hand signal – STOP (3).
( ) 7. Kept to right and drove in a straight line.
( ) 8. Checked traffic from behind prior to left turn.
( ) 9. Gave correct hand signal – LEFT TURN.
( )10. Made left turn from correct lane.
( )11. Kept to right of the mid-point at intersection.
( )12. Placed both hands on the handle bar to turn.
( )13. Gave correct hand signal – STOP.

TEST NO. 2

OBSTACLE COURSE – RIGHT TURN

PURPOSE: To determine the ability of the rider to demonstrate the "feel" of the bicycle in close quarters; to reveal judgment and accuracy in riding past obstacles.

DIAGRAM:



(Note: The seven obstacles are made preferably of wood or rubber [cones] and placed eight feet apart on a straight line.)

Drawing not to scale.

PROCEDURE: The rider starts from a position back of the first obstacle so that balance is secured before the first obstacle is reached. He passes to the right of the first obstacle and weaves in and out among the rest. When the last obstacle has been passed, the rider successfully demonstrates a right turn with hand signal. With completion of the right turn, the rider comes to a complete stop behind stop line and stop sign.

STANDARDS FOR SUCCESS:

( ) 1. Touched cone markers when turning.

( ) 2. Drove tire on white lines.

( ) 3. Wheel rolled outside boundary lines.

( ) 4. Foot touched ground while riding.

( ) 5. Gave correct hand signal – RIGHT TURN.

( ) 6. Turned into correct lane.

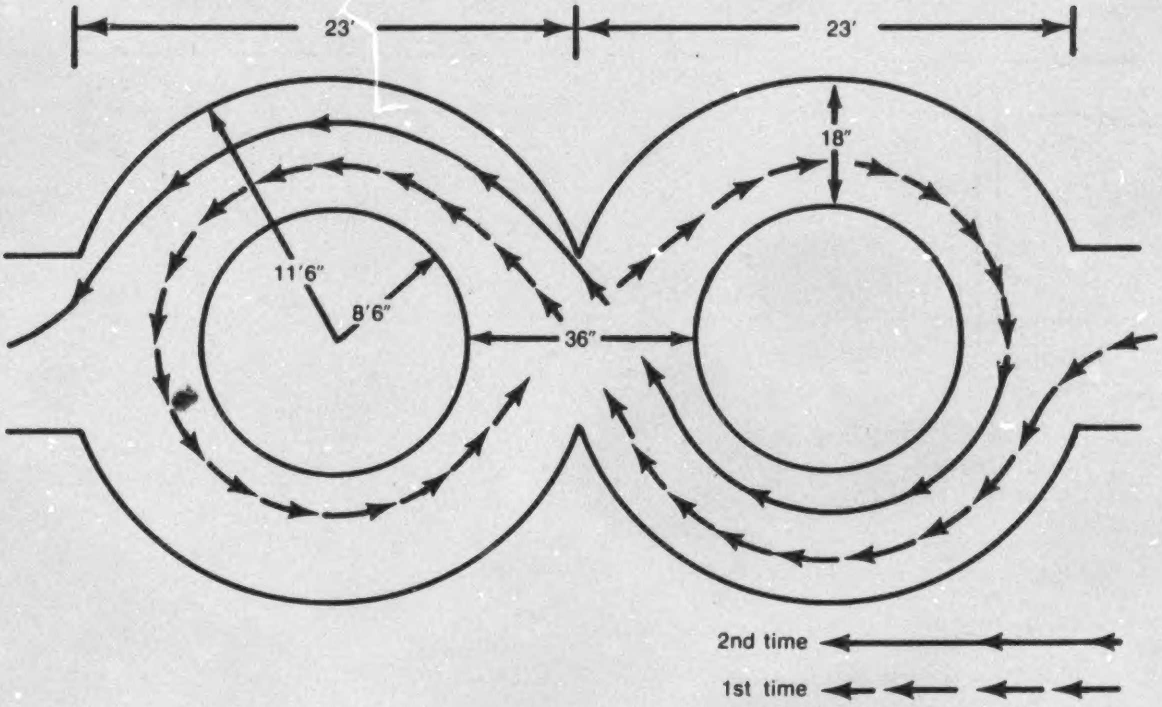
( ) 7. Gave correct hand signal – STOP.

TEST NO. 3

FIGURE-EIGHT - STEERING

PURPOSE: To determine the rider's ability in steering and balancing.

DIAGRAM:



(Note: The radius of the inside circle is eight feet, six inches, and the outside circle eleven feet, six inches, making a lane of eighteen inches wide.)

PROCEDURE: The rider takes a moving start with both hands on the handle bars and steers through the figure eight.

STANDARDS FOR SUCCESS:

( ) 1. Drove tire on white lines.

( ) 2. Wheel rolled outside white lines.

( ) 3. Foot touched ground while riding.

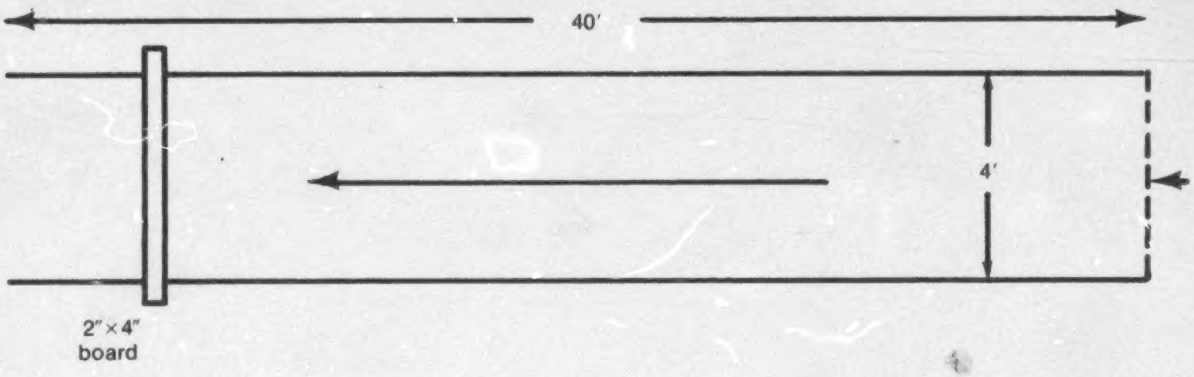
( ) 4. Gave correct hand signal - RIGHT TURN.

TEST NO. 4

BRAKING STOP (EMERGENCY)

PURPOSE: To test the rider's balance and capability for stopping in an emergency.

DIAGRAM:



PROCEDURE: The rider takes a moving start and brings his speed to normal. He rides directly toward a board (lying on ground) and stops with the front tire just in front of the obstacle. The wheels must not be skidded.

STANDARDS FOR SUCCESS:

( ) 1. Stopped pedaling before reaching board.

( ) 2. Swerved to complete stop safely.

( ) 3. Wheels were forced to skid.

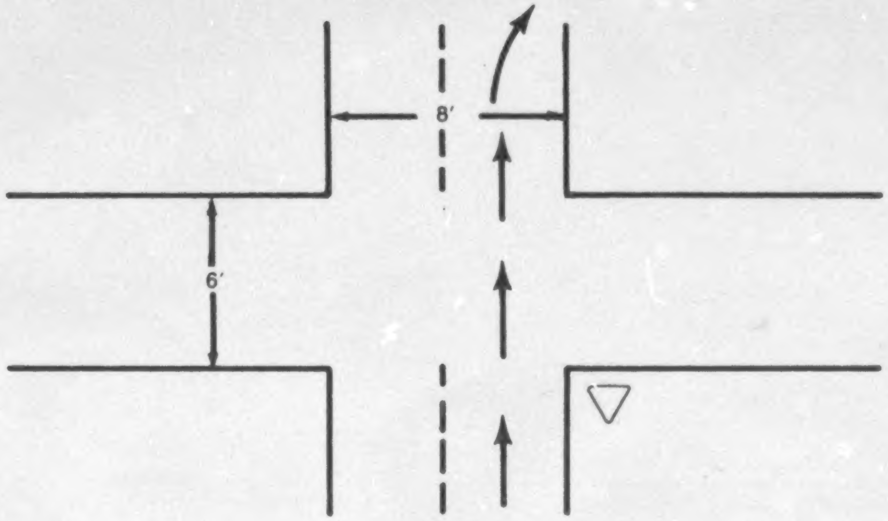
( ) 4. Foot touched ground while trying to stop.

TEST NO. 5

INTERSECTION OBSERVATION (YIELD SIGN POSTED)

PURPOSE: The rider demonstrates ability to safely approach an intersection (controlled), observe traffic situations and ride safely through.

DIAGRAM:



PROCEDURE: The rider takes a moving start and rides in the correct lane approaching the intersection. He is to observe traffic conditions (left-right-left) prior to safely passing through the intersection.

STANDARDS FOR SUCCESS:

( ) 1. Drove in correct lane.

( ) 2. Observed traffic (left-right-left) conditions.

( ) 3. Slowed down to anticipate intersection.

( ) 4. Kept to right and drove in a straight line.

BICYCLE DRIVER'S RECORD

__________ SCHOOL

Name ______________________ Grade ______ Age ______ Date ______________

Address ______________________ Teacher ______________________

Skill Tests	Score
Test No. 1	
Test No. 2	
Test No. 3	
Test No. 4	
Test No. 5	

*Deduct 5 points for each error.
Mark an X for each error.

Test No. 1 – Start/Stop – Left Turn

( ) 1. Drove tire on white line.
( ) 2. Wheel rolled outside white lines.
( ) 3. Stopped even with stop sign.
( ) 4. Stopped behind stop line and stop sign.
( ) 5. Stopped behind crosswalk and stop sign.
( ) 6. Gave correct hand signal – STOP (3).
( ) 7. Kept to right and drove in a straight line.
( ) 8. Checked traffic from behind prior to left turn.
( ) 9. Gave correct hand signal – LEFT TURN.
( )10. Made left turn from correct lane.
( )11. Kept to right of the mid-point at intersection.
( )12. Placed both hands on the handle bar to turn.
( )13. Gave correct hand signal – STOP.

Test No. 2 – Obstacle Course – Right Turn

( ) 1. Touched cone markers when turning.
( ) 2. Drove tire on white lines.
( ) 3. Wheel rolled outside boundary line.
( ) 4. Foot touched ground while riding.
( ) 5. Gave correct hand signal – RIGHT TURN.
( ) 6. Turned into correct lane.
( ) 7. Gave correct hand signal – STOP.

Test No. 3 – Figure-Eight – Steering

( ) 1. Drove tire on white lines.
( ) 2. Wheel rolled outside white lines.
( ) 3. Foot touched ground while riding.
( ) 4. Gave correct hand signal – RIGHT TURN.

Test No. 4 – Braking Stop (Emergency)

( ) 1. Stopped pedaling before reaching board.
( ) 1. Swerved to complete stop safely.
( ) 3. Wheels were forced to skid.
( ) 4. Foot touched ground while trying to stop.

Test No. 5 – Intersection Observation (Yield Sign Posted)

( ) 1. Drove in correct lane.
( ) 2. Observed traffic (left-right-left) conditions.
( ) 3. Slowed down to anticipate intersection.
( ) 4. Kept to right and drove in a straight line.

Remarks: ____

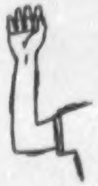
BICYCLE RULES OF THE ROAD TEST

True and False Questions: Answer the following questions which are true with a T, and those which are false with an F. Use the spaces in front of each question.

_______ 1. Bicycles are a part of highway traffic just as cars are.

_______ 2. When riding in a group, you should travel in single file, even when traffic is light.

_______ 3. The hand signal for a right turn is pointing your left arm straight up like this.



_______ 4. Hand signals for bike drivers are the same as for car drivers.

_______ 5. Bike drivers need not make way for pedestrians who are crossing against a red light.

_______ 6. Bike drivers don't have to watch for cars pulling out of alleys, driveways and parking places. It is the car driver's job to be careful.

_______ 7. Your bicycle's headlight should be visible from 500 feet away.

_______ 8. When approaching a blind corner, it is not necessary to slow down if you sound your bell or horn.

_______ 9. Bicycles are allowed on expressways.

_______10. You should ride at least three feet away from parked cars.

_______11. The red reflector on the rear of your bicycle should be visible for at least 500 feet.

_______12. Bicycle riders do not need to stop for a flashing red light at a railroad crossing if a train is not coming.

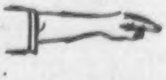
_______13. Your bike needs a horn or bell only if you are allowed to ride in busy streets.

_______14. You can drive a bike, but not a car, in either direction on a one-way street.

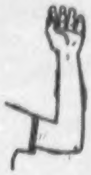
_______15. You should always ride your bike with the traffic on the right hand side of the road.

_______16. It is safe to hitch onto an automobile if the driver gives permission.

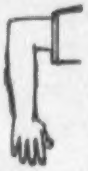
_______17. You signal for a right turn by holding your right arm out straight.



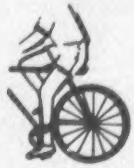
_______18. The hand signal for a left turn is pointing your right arm straight up like this.



_______19. This is the signal for slow and stop.



_______20. A bicycle is the right size – and the saddle properly adjusted – if your knee is slightly bent when your foot is on the pedal like this.



_______21. A bicycle rider must come to a complete stop at a stop sign.

_______22. The chain on your bicycle should be loose enough to slip off easily.

_______23. A bicycle driver should signal before turning into a driveway.

_______24. A white light is necessary on the front of a bicycle operated at night.

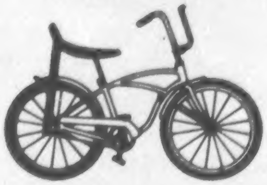
_______25. Blue is a good color to wear when driving a bicycle after dark.

Multiple Choice Questions: Choose the *best* response which best completes or answers the following questions. Place the letter corresponding to the best answer in the space provided in front of each question.

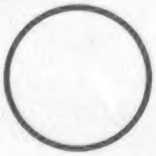
______26. What bicycle would be best to go on long, hilly trips?
a) High-risers
b) Middleweight
c) Lightweight

______27. Which of the following bicycle equipment is required by law?
a) Speedometer
b) Bell
c) Kick stand
d) Basket

______28. How many people can this bicycle carry safely?
a) Not more than two
b) Only one
c) No special number

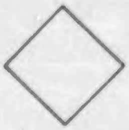


______29. What does this sign say?
a) Stop
b) Yield
c) Railroad
d) Warning

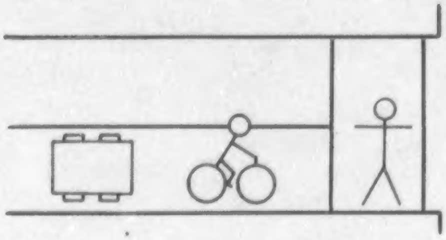


______30. Bicycle riders must obey all traffic signs and signals:
a) Always
b) If traffic is heavy
c) When necessary
d) When traffic is light

______31. What color should this sign be?
a) Red
b) Yellow
c) White



______32. Who has the right of way here?
a) Pedestrian
b) Bicycle
c) Car
d) Nobody



______33. A red traffic light signal means:
a) Slow down and be careful
b) Stop and wait for the green light
c) Stop and then go ahead
d) Continue at present speed

______34. The yellow traffic light signal means:
a) Warning, the signal is changing to red
b) Watch for cars
c) Right turn only
d) Cross the street

______35. You should ride on the side of the street where traffic is coming toward you:
a) Always
b) Never
c) Whenever there is little traffic
d) Makes no difference

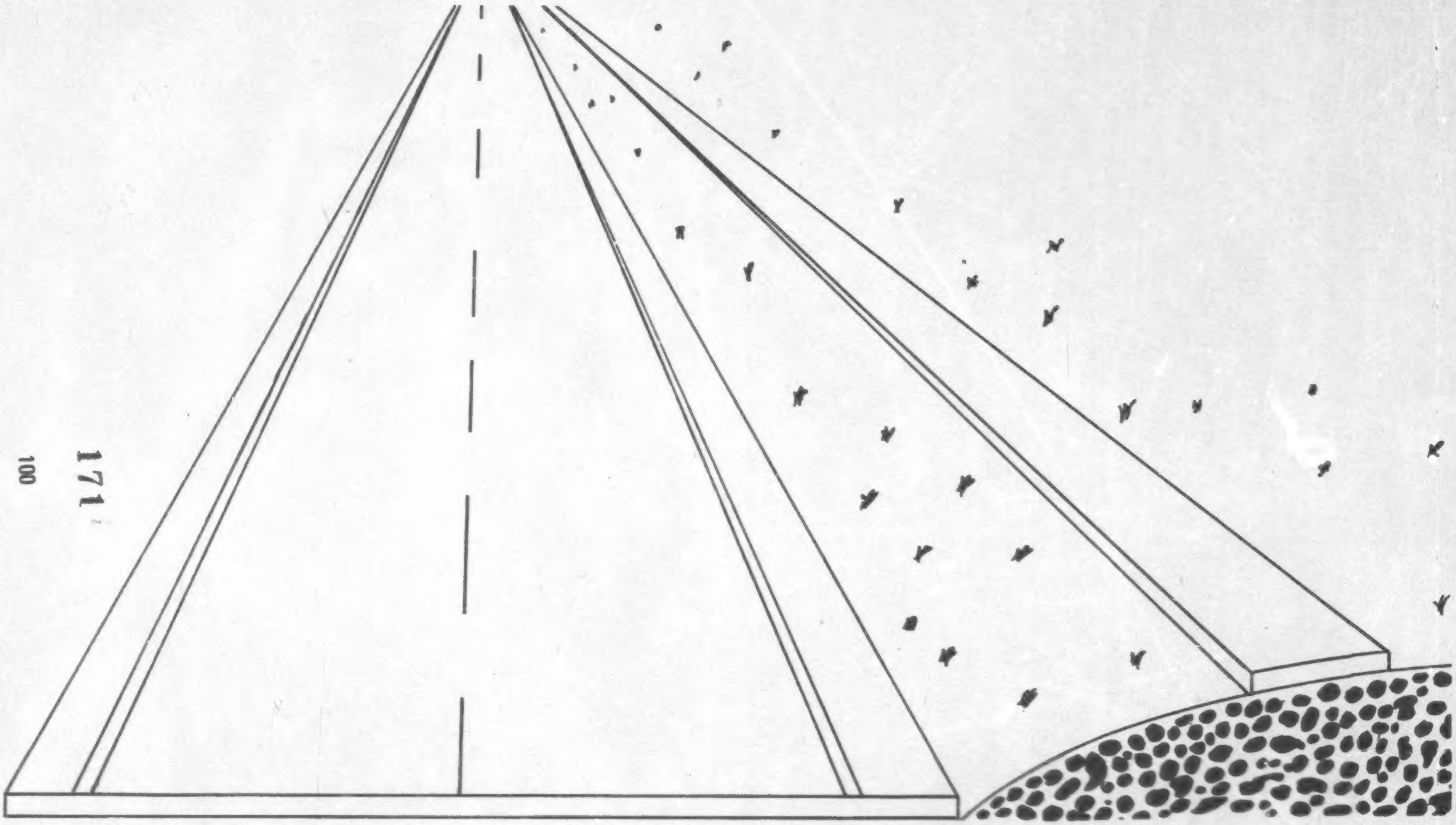
______36. All bicycles must have:
a) A bell or horn
b) Turn signal
c) Rearview mirror
d) Chain guard

______37. It is safe for two people to ride on a bicycle:
a) Sometimes
b) If traffic is light
c) Only if it has two seats
d) Whenever the tires are properly inflated

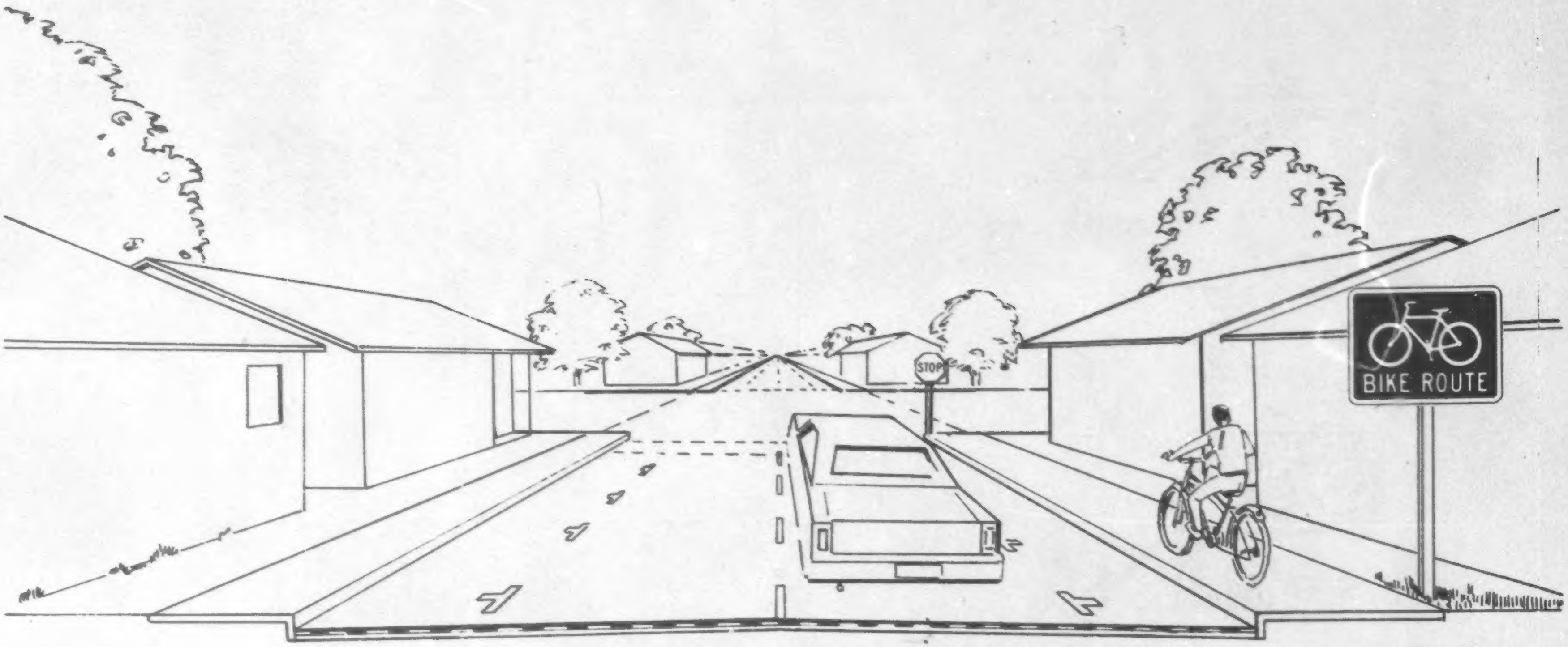
________38. A flashing red light signal means:
a) The same as a stop sign
b) Wait for the green light
c) Be careful
d) Go when there is no traffic

________39. A red sign with eight sides always means:
a) Caution
b) Yield
c) Stop

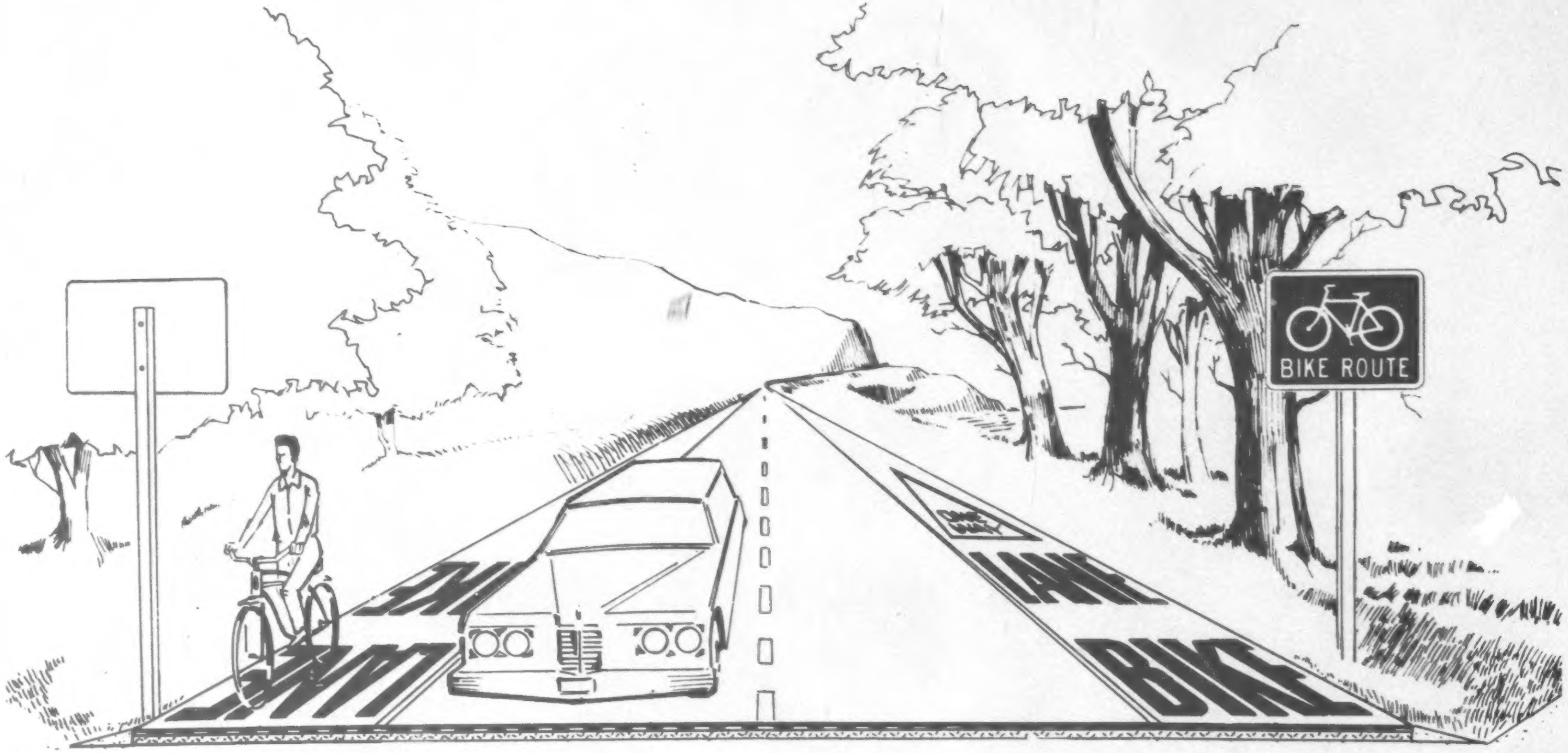
________40. When making a left turn at an intersection where traffic is moving in opposite directions, you should:
a) Turn as cars do
b) Walk your bicycle through the crosswalk
c) Don't turn left
d) Make a right hand turn.



Class I: A separated trail for joint use of bicyclicts and pedestrians. It may be entirely independent of other transportation faciliites.



Class II: A bikeway that is adjacent to the travel lane of motorized traffic, but provides a physically separated through lane for bicycles and pedestrians.


BIKE ROUTE
BIKE LANE
ONE WAY
BIKE LANE

Class III: A bikeway that shares the roadway with motor vehicles. Routes are designated by signing, striping, or other visual markings only.